Teaching and Learning + Feedback and Marking Policy

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1. OUR VISION AND AIMS

Learning and teaching is at the heart of Acle St Edmund Primary School. We aim to develop a love for learning within a creative curriculum where every individual is valued for his/her unique contribution. We wish to provide pupils with the knowledge and skills needed to become critical thinkers, ready to embrace local and global challenges. Learning in our school is a collaborative process between adults and children; between school and home. Assessment for learning principles lie at the heart of this process. Across our school, the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

The aim of our Teaching, Learning and Assessment Policy is to make explicit the shared and agreed principles and practices upon which teaching, learning and assessment are based at our school across all areas of learning. This is set within the overall vision statement for the school:

Learn more:

We encourage *all* children to be confident and successful learners. We support them, whatever their level of attainment, to make good progress and fulfil their potential. They develop the highest level of skills and attitudes they can, within an exciting and challenging curriculum.

Think more:

We give opportunities for *each* child to develop independence and a sense of enquiry, so that they can express and develop their own creative ideas. They develop their unique talents and interests while working cooperatively with others.

Be more:

We provide a safe and caring environment where children have high standards of behaviour and respect for all. Within this community, children can become active citizens who understand their rights and responsibilities, in a technologically - advancing and diverse world.

2. EFFECTIVE TEACHING AND LEARNING

At Acle Primary we recognise that learning is a continuous process which involves acquiring and applying knowledge, skills and concepts, whilst developing positive and worthwhile attitudes. Throughout the school, teaching enables and develops this learning process.

At Acle Primary our teaching:

- helps children to recognise and value their achievements and successes
- builds on what learners already know
- builds secure foundations for subsequent learning
- makes learning exciting and real
- makes learning an enjoyable and challenging experience
- develops the full range of learning skills across the curriculum
- ensures equal access to learning for all children
- actively involves children in their learning

Effective teaching and learning takes place in an environment in which:

- all learning is valued
- there is a culture of achievement
- there is mutual respect between all members of the school learning community
- relationships between adults and children provide a confident and positive atmosphere
- lessons are well-paced; teachers vary pace to match the task and children's different needs and capabilities
- support from home is expected and encouraged
- a culture of self-evaluation prevails
- there is room for reflection
- no-one is afraid of making mistakes
- displays are stimulating and purposeful, and promote both learning and achievement

At Acle, we:

- actively promote independent and collaborative learning
- encourage children to be responsible for their own learning, their environment, themselves and others around them
- set clear and challenging learning objectives
- ensure the behaviour of all children allows learning to take place
- equip children with the ability to transfer knowledge and skills
- have the flexibility to embrace and explore unexpected responses without losing sight of the intended learning outcome
- are not afraid to go beyond the objective, to better respond to children's learning
- recognise that children learn in different ways
- set learning in a meaningful context and exploit links between subjects
- use skilful questioning
- have high expectations of all pupils

Classroom best practice

Learning at Acle takes place in a wide variety of engaging lessons and activities. In the classroom you may observe;

- Children working as a whole class. Teachers will use a range of strategies to ensure all the children are engaging and thinking. This may include
  - Use of white boards
  - "think, pair, share" / Talking Partners
  - Thumbs up
  - Targeted questioning
- Children working in pairs or groups
- Children working on individual tasks
- A range of activities in the classroom to suit different learners' needs
- Children working in small groups outside the classroom
- Children working outdoors
- Practical activities using a range of different resources
- A purposeful learning environment with a noise level appropriate to the activity

3. PLANNING

Our planning ensures effective, efficient and creative delivery of the National Curriculum and The Practice Guidance for Early Years Foundation Stage. A Curriculum overview is kept for each key stage to ensure coverage of a broad and balanced curriculum and progression in skills and knowledge across key stages. This is monitored by subject leaders and shared with parents on the website in our curriculum guide.

Our plans ensure:

- knowledge, skills and concepts are developed systematically from year to year
- effective links enable children to apply the knowledge and skills learnt in one subject to others
- there is a greater coherence to learning by the bringing together of complementary aspects of subjects in a thematic approach
- There is progression in knowledge, skills and understanding from year R to year 6.

Teachers work in phase teams (EYFS, Years 1 and 2, years 3 and 4, years 5 and 6) to create medium term plans for each term. These are based around a topic, which provides a narrative to make learning meaningful and provide a context. Learning objectives are colour coded to allow subject leaders to monitor coverage of their subjects effectively. Key questions, opportunities for PSHE and RE and opportunities for learning beyond the classroom are identified in medium term planning. Medium term plans are kept centrally in a folder on the server.

Teachers also plan in teams to produce weekly plans for maths and English. Because detailed medium-term plans have been written, short-term plans may be in brief outline.

Effective planning;

- sets clear learning objectives
- establishes success criteria so that children know how to achieve the learning objective. This may be planned in advance by the teacher, or developed together as a class or group.
- is adapted to the range of needs and abilities within the class including Learning Plans (SEN), PEPs (LAC) and the needs of more able children.
- takes into account a range of teaching strategies to reflect children's different learning preferences
- plans for the deployment of other adults in the classroom to enhance learning
- builds on previous learning
- includes planning for assessment activities including self, peer, teacher and TA
- is adapted in light of daily pupil achievement and other factors eg TA input
- identifies opportunities to embed IT
- identifies related homework activities
- highlights resources required

Standard formats are in place for medium term thematic planning. We recognise that good quality planning is an ongoing process and that plans are working documents that will be adapted over time. Teachers are able to use different short term planning formats adapted to their own needs and the needs of the children in the class. Model formats for planning Maths, English and reading are available to support the planning process as needed. Planning is evaluated by school leaders as part of the ongoing monitoring of teaching and learning.

Differentiation.

Within each class there will be a range of abilities and learning needs, including children with special education needs and more able learners. We also recognise that children's learning is impacted by their social and emotional needs and that factors beyond the classroom can affect children's access to the curriculum and their progress. Teachers planning and classroom practice ensures that all children, whatever their needs, can make progress over time. We recognise that this progress may include the development of emotional and social skills alongside academic achievement.

The curriculum can be differentiated by;
- adapting the task from the outset of the lesson
- providing different resources to different groups of children
- providing additional scaffolding to support learning, for example writing frames or visual planning formats
- using support staff with groups or individuals
- planning for different learning preferences
- providing support within the learning environment, for example using working walls or vocabulary displays
- differentiated questioning, targeted at individuals or groups. This may make use of techniques developed through ELKLAN training delivered to all staff
- working in groups or partners – these may be mixed ability or similar ability as appropriate to the task

4. SHARING LEARNING OBJECTIVES AND SUCCESS CRITERIA (steps to success)

The sharing of learning objectives or intentions is a crucial element in the process of teaching and learning. By sharing the objective, we empower children to take ownership of their learning.

We ensure:
- children understand the purpose of their learning
- learning objectives of a lesson are clear, specific, and explained in words children understand.
- Learning objectives may be for a single session, or set for a sequence of lessons over a week.
- Success criteria make it clear to children how they can achieve the learning objective. This is often explained as a sequence of "I can" statements.
- learning objectives and success criteria are available to the children during the session. This could be on the board, in their books, on working walls or elsewhere in the learning environment.   There may be exceptions where this is not appropriate to the lesson, for example where the learning objective is to be "discovered" or where success criteria are agreed as part of the learning process.
- learning objectives and success criteria provide the focus for the teacher and the children to evaluate the learning that has taken place and decide what needs to happen next. This process is supported through the use of assessment ladders in Maths and English.

Learning objectives set expectations for learning across knowledge, skills and understanding and across a broad and balanced curriculum.

To know   (knowledge: factual information)
To be able to   (skills: using knowledge and resources)
To understand   (concepts: understanding reasons, causes and effects, how
                   things work)
To be aware of   (attitude: empathy, awareness of issues)

5. EFFECTIVE QUESTIONING

We recognise that skillful and well-planned questions are crucial to effective teaching, learning and assessment. Our questions focus children's thinking on the key points. Teachers and other adults model good questioning to help and encourage children to ask their own questions and to further or clarify their learning and understanding. Effective questions can help to move children from the concrete and factual towards the analytical and evaluative.

Questions can help children to:

- reflect upon, and consolidate their learning
- explore ideas further
- make connections, including links to the "bigger picture"
- express their ideas and opinions orally
- Build and develop ideas with others

Effective questions are those that:

- start with a narrow focus and broaden out; recall first, then encourage fresh thinking (or)
- start with a broad focus and narrow down to detail
- signal that participation is valued
- stimulate and sustain continuing interest in a topic
- help children externalise and 'rehearse' their knowledge by putting it into words
- are differentiated, targeting children of all abilities; engaging all children in the learning
- allow children time to think, reflect and gather their ideas before answering
- are varied in style
- encourage children to take risks; exploring and sharing their ideas in a non-threatening way

ELKLAN strategies for questioning are understood by teachers and support staff and are displayed in classrooms. This includes using "Blank" model of different levels of questioning, repeating and rephrasing children's responses and ensuring children have enough time to think and respond.

6. MARKING AND FEEDBACK

We believe that the way we mark and feedback to children is fundamental in the teaching and learning process, and a vital part of the assessment system within the school. Our aim, when marking or giving feedback, is to motivate our children to learn through recognising what success looks like. As teachers, we recognise the need to allow children to be active partners in their own learning and therefore, using verbal and written feedback, we encourage each child to reflect on and improve their own work.

We recognise that methods of feedback will differ according to the nature of the lesson and the age of the children. Not all work will be marked to the same depth, or in the same way.

We use methods that most impact on learning, including both instant verbal feedback as children are working and written feedback in books and on work. A whole school approach to marking and feedback, adapted for children of different ages, ensures consistency and allows a seamless transition between year groups and key stages. There is no expectation that verbal feedback is recorded in children's books.

The following principles will apply to marking and feedback throughout the school,

- It will relate to the agreed learning objectives / success criteria

- It will focus on what the pupil has achieved and may identify areas for development.

- It may make suggestions as to how the improvement can be effected – *this could be through asking a pupil to re-word a sentence or phrase, respond to a question, or by using a "scaffolding" technique to show pupils a good example / the correct method*

- It prompts children to reflect on their learning and offers opportunities for children to respond. This response could be written or verbal.

- Time will be given for pupils to act upon advice given in feedback.

- Where possible, feedback will take place whilst the pupil is still engaged on the task

- When necessary, next steps in learning will be identified, based on the assessment of the work marked

- Work will be marked in a colour that stands out from the children's work (not green).

- Where children respond in writing, this will be in green pen to allow their responses to be easily identified.

- Peer assessment will be encouraged, with pupils guided in the process of giving positive feedback.

The following **marking code** will be used throughout the school:

Symbol	What it means…	Symbol	What it means…
√	Correct / well done / objective met More than one tick may be used to identify excellent aspects of work, for example great word choices.	LO LO achieved (may be a stamp)	Learning Objective / achieved LO's may be ticked by teachers and children to show they have been met.
■	Try again please *More work needed before this objective is met (maths ladder)*	S	Objective met with support
∧	Missing Word		
sp	Spelling Mistake that needs to be corrected.	I	Objective met independently
//	New Paragraph	⌐→	Next Step
VF	Verbal Feedback given (May be a stamp)	☺	Well done / good job / great effort.

Teachers and TA's work together to agree a system so that the teacher knows who has given feedback to a child and what level of support has been given.

Marking and Feedback for Maths and English.

English

We understand that writing is a process. Children need time to develop their skills and understanding across the whole writing process. It is necessary to identify which aspect of writing the child is working on and adapt marking accordingly. This includes;

- Creative and expressive writing which impacts on the reader
- Writing specific to a purpose
- Spelling
- Punctuation
- Grammar

Not all writing will be marked to the same depth or detail. Marking may focus on a specific skill or on a particular paragraph or sentence within the children's work.

Assessment ladders are used to support children's writing. They clearly identify the success criteria and help to draw the writing process together. Children and teachers will use the marking ladders to show where children have been successful and what they may need to do to improve.

Where appropriate, children will be given a Next Step to help them improve their work. They will do this using a green pen so that their improvements can be clearly identified and recognised by the teacher.

Selected key spellings that need correcting will be identified in the child's writing and recorded in the back of their books for them to practise.

Writing reminders are recorded in the back of children's books and can be used by them to support the writing process. These could be individual to a child, a whole class reminder linked to spelling or grammar, or specific to a writing task.

Maths

Learning objectives are identified in children's books. Teachers and children tick against these (or use a face in KS1) to show they have been achieved.

Children's misconceptions will be identified through the marking process and will be addressed in a range of ways. This can include;
- Adapting planning for the next lesson
- Small group work in the next lesson with a teacher or TA
- Practice of a skill or concept outside the daily maths lesson, for example morning maths or registration time
- Individual support
- Homework
- Small group interventions run by teachers or TAs.

As part of marking, children may be asked to correct errors in their work. As part of supporting and extending their learning they may be asked to explain what they have done or answer an extension question. This may be verbal and not formally recorded, especially in Key Stage 1.

At the end of each unit of work, children and teachers will use an assessment ladder to reflect on the learning that has taken place. These assessment ladders will be

differentiated to reflect the learning needs of groups of children within the class. Any areas for development or misconceptions identified through the assessment ladders will be addressed by the teacher using a range of different strategies as identified above.

Peer and Self-assessment

We recognise that children will achieve more if they are fully engaged with their own learning process. We encourage children to actively assess their own learning, determining for themselves whenever possible what they need to learn and why. Time is built in for pupils to reflect upon their own work and review / set targets. Children are involved in the discussion and agreement of success criteria / steps to success. They are guided within plenary sessions to evaluate their progress towards a learning objective using the success criteria. Peer and self assessment may be discussion based or include some recording, for example ticking against a learning objective, using a marking ladder or recording how they feel using traffic light colours. This reflection may occur at any time during a lesson and is seen by teachers and children as an integral part of the learning process.

Assessment and Feedback in Early Years Foundation Stage

In the Foundation Stage our assessment strategies are based upon observation of all aspects of the children's learning. Adults interact with children's learning, supporting child initiated activities through questioning and modelling within the EYFS environment. Adult led activities teach and consolidate specific skills. Feedback is instant, verbal and adapted to the developmental stage of the child.

Observations are recorded while the children are engaged in a range of self-chosen or adult guided activities across the breadth of the curriculum. Teachers and TAs use 2Build a profile to collect and collate observations, building an accurate picture of each child's progress over time in all areas of the Early Years Foundation Stage (EYFS) profile. This is then used to identify next steps in learning for individuals or groups. Interventions are put in place early to support children in different aspects of learning, including, phonics, speech and language, social skills and physical development. Characteristics of Effective Learning are identified as part of most observations, as these underpin learning across the Early Years environment.

Early Years staff use the following codes to make clear the context of children's learning for assessment purposes.

Code	What it means
CI	Child initiated. The child has chosen the activity independently and leads the learning. The adult may be observing only, or may intervene through questioning or modelling to support and extend learning.
AI	The adult has initiated the activity within the learning environment, which is then led by the child's interests and fascinations.
AL	An activity which is planned for and led by an adult. There are identified learning goals, but adults will also respond to children's ideas and identify learning in other aspects of the EYFS profile.
PI	Observations for parents information, usually of whole class or larger group activities.
I	Child's learning is independent.

Children's mark making is collected in "I am proud" books and annotated to explain the activity and the level of support given for assessment purposes. Children's work is also displayed and celebrated on working walls and displays around the environment.

7. Tracking

Pupil Asset is used throughout the school to track pupil progress from one year to the next.
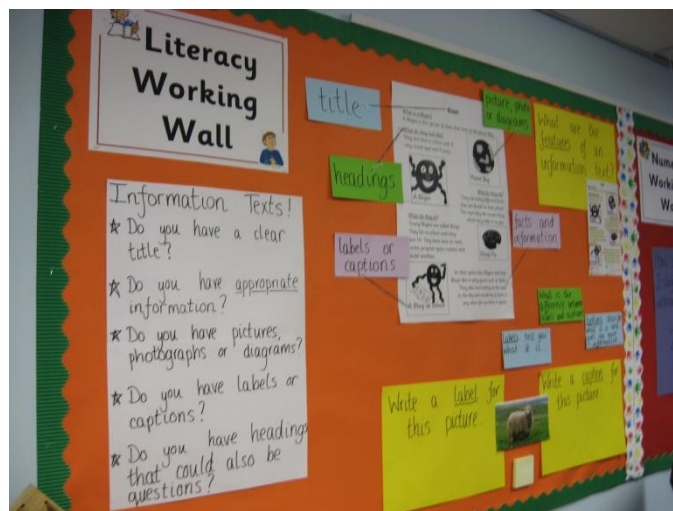
This system enables us to:

- track pupils' progress towards expected or targeted attainment
- identify pupils who are falling below their expected attainment in order to modify their learning and enable them to get back on track and consider their SEN status
- identify pupils who are exceeding their expected attainment in order to adjust the curriculum, to meet their needs or revise their targets
- identify if there is variation in the performance of different groups of pupils eg gender, ethnicity, pupil premium, SEN, looked after children
- identify variations in performance in different subjects.

   This then informs the school development plan, driving improvements in teaching and learning.

In addition to the end of key stage targets which are formally set and reviewed in the Autumn Term, we set targets as part of our ongoing school monitoring and evaluation cycle. These may include:

- **Age Related Expectations (ARE) targets** in Reading, Writing and Maths for every child in each Year group or set and these are recorded and reviewed using Pupil Asset. These targets are monitored throughout the year to check children are 'on track' using our "Point In Time Assessment" model (PITA). Pupil Progress Meetings take place with the leadership team / subject leaders each half term to discuss progress towards these targets and ensure action is taken to prevent children falling behind.

- **Individual target areas for pupils** are shared with parents at consultation meetings.

- **2Build a profile** is used more extensively to track the progress of children with SEN, where pupils are working at a level much below their peers. In this way, progress and achievement can be recorded, across the curriculum, to create a personalised learning journey.

9. REPORTING TO PARENTS

Parents are invited to attend consultation meetings in the Autumn and Spring Terms at which staff discuss progress and targets for individual children. In the Summer Term parents receive a written report on their child's progress during the academic year. This includes targets for improvement. Year 2 and Year 6 parents receive their child's National Curriculum end of key stage assessments. Parents of Foundation pupils are informed of their child's attainment against areas of learning in EYFS. There is also an opportunity for parents to discuss this report with the class teacher should they wish.

Examples of teacher practice, showing the policy in action

Classroom environments:

Working Walls

- will remind pupils of key objectives and success criteria relating to topics / themes / genres
- will give pupils reminders of good examples of Writing or Maths; they may also show common misconceptions and how to address them
- will stimulate discussion
- will support the learning process
- will be changed regularly according to the theme / genre covered

Examples of marked writing, including next step responses

Writing assessment ladders

Checklist for a successful recount to the Time and Tide Museum

	Pupil	T
Write in the first person *I, we, me, our, us*	☑	☐
Write in the past tense *Add 'ed' for regular verbs e.g. looked, walked, watched. Check spellings of irregular verbs e.g. went*	☑	☐
Writing is organised into paragraphs	☑	☑
Use conjunctions to express time *after that, during, then, when, next* ✓ first ✓ finally ✓ at the end of the day ✓	☑	☑
Use conjunctions to express cause and explain *so, because, although* ✓	☑	☑
Include a personal response using descriptive language *How you felt during the trip, adjectives to describe* ✓ blue, loud, hard, rotten, bossy	☐	☑
Include own writing target ! , :	☐	☐

Assessment Ladder

Unit Instructions	My assessment	Peer assessment	My teacher's assessment
Is the **title** included – does it tell you what is to be achieved?	✓	✓	✓
Does the text tell you **what to do** – one step at a time?	✓	✓	✓
Does it have a labelled diagram?	✓	✓	✓
Is it written in simple, easy to understand language?	✓	✓	✓
Have **imperative verbs** been used eg. Cut, press, mix etc.?	✓	✓	✓
Is it written in the **second person**?	✓	✓	✓
Is only necessary detail included? (Is the language concise?)	✓	✓	✓
Are numbers or **bullet points** used eg. 1, 2, 3	✓	✓	✓
Are **time connectives** used Eg. First, next after that	•	•	○

Comments:
Child: I think ... that I need to be more strict in my writing – what do you mean exactly?

Teacher: Well done Olivia, you create an instructive tone of voice and you've followed your plan well.
If you just needed to write a few lines at the end to signal the end of the instructions. eg. Your Anderson shelter is now complete....

Maths unit assessment ladder

Unit: Fractions 1

Objectives	Pupil	Teacher
I can read the fraction ½	✓	✓
I can read the fractions ¼, 2/4 and 3/4	✓	✓
I can read the fraction 1/3	✓	✓
I know that 2/4 equals ½	✓	✓
I can share resources into equal groups	✓	✓
I can find a fraction of a shape.	—	✓
I can find a fraction of a length.	✓	S
I can find a fraction of an amount.	☺	S
I can work out ¾ of a value by counting three of the four quarters.	—	S
I can write simple fractions correctly	✓	✓