



Huntley C of E Primary School

Teaching and Learning Policy

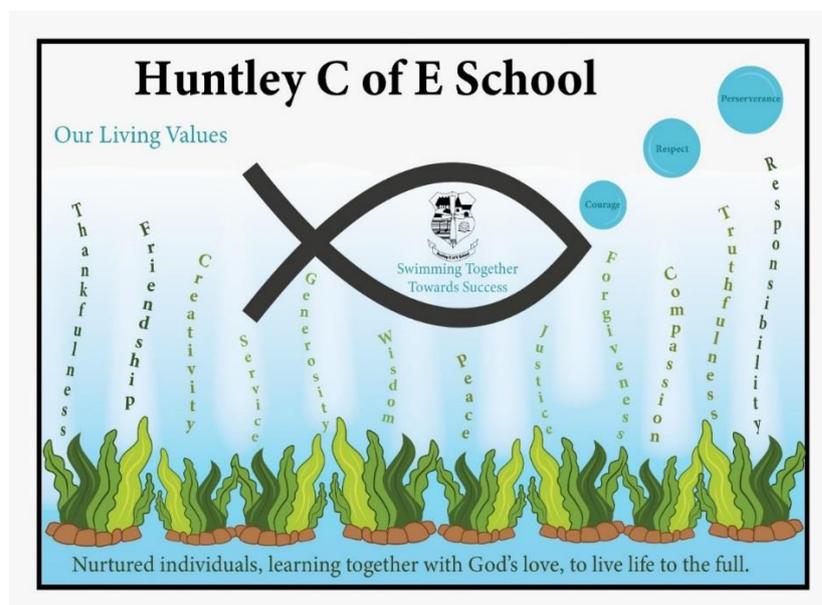
(Incorporating Marking & Feedback)

September 2020

To be read in conjunction with:

Homework Policy

Appendix added in line with Covid 19 – September 2020



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Document Reviews and Amendments

Amendment Date	Change to Document	Date of Approval
September 2020	Scheduled review	

Teaching and Learning Policy

Good teaching fosters good learning

Rationale

The principles of teaching and learning which guide the work in the school are as follows:

- To include all pupils in a culture of high expectations of work and behaviour
- To enable all pupils to achieve their best
- To establish the centrality of literacy and numeracy across the curriculum
- To infuse learning skills across the curriculum, thus enriching the learning experience
- To encourage independent learning
- To expand teachers' repertoire of teaching strategies and techniques, including assessment for learning strategies, thus making learning worthwhile and enjoyable

Strategies and guidance

Schemes of work will:

- Clarify objectives and progression
- Identify clearly the subject knowledge to be taught
- Include different learning style opportunities so that all pupils are able to learn in their preferred style (VAK; multiple intelligences)
- Include references to differentiated work to enable all pupils, whatever their ability, to learn effectively
- Provide opportunities for challenging tasks for the more able.
- Provide opportunities for developing independent learning
- Identify appropriate and planned use of ICT

Teachers will:

- Focus and structure their teaching so that pupils are clear about what is to be learned and how, and how it fits with what they know already, using WALTs (We Are Learning To) at the beginning of lessons
- Actively engage pupils in their learning so that they can make their own meaning from it
- Make clear what the assessment / success criteria are
- Develop systematically pupils' learning skills so that their learning becomes increasingly independent

- Use assessment for learning to help pupils to reflect on what their next learning steps will be and how to achieve them
- Make use of baseline data and plan work accordingly
- Create an environment that promotes learning in a settled and purposeful atmosphere
- Use a variety of resources and varied activities, providing opportunities for different learning styles of pupils
- Use Teaching Assistants and other adults effectively
- Ensure a sharp start and continued good pace to the lesson with a high percentage of time on task.
- Use a variety of questioning methods to explore learning and encourage pupils to question.
- Give positive feedback to all children (to include displaying work, merits and rewards in line with School policy)
- Set homework in line with the homework timetable and school policy document (see Homework policy)
- Follow Behaviour policy
- Welcome and dismiss classes in an orderly manner

Lessons will:

- Have learning objectives (expressed as WALTs) which are communicated to the pupils and written on the board / Working wall when appropriate.
- Have clear learning outcomes and success criteria.
- Will be structured to include starters and plenaries whenever appropriate.
- Have differentiated work available, with extension work for those who have completed work - not more of the same. (With the exception of maths where all pupils have opportunity to complete 'do it', 'twist it' and 'deepen it' tasks).
- Be evaluated and adjusted when needed

Pupils will:

- Respond in line with the behaviour expectations
- Be encouraged to take pride in their work and the achievement of others
- Be encouraged to respond with enthusiasm
- Evaluate their own effort and progress and set realistic and challenging targets.

Marking

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives; enabling the children to become reflective learners and helping them to close the gap between current and desired performance.

Principles

Marking and feedback should:

- Be manageable.
- Relate to learning objectives, which need to be shared with children.
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Involve children in the same process (whether written or oral), to ensure equity across subjects and abilities.
- Take account of each child's previous attainment within the context of marking towards the learning objective.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Inform future planning and individual target setting.
- Be accessible to children.
- Use consistent codes throughout the school. (See appendix A).
- Ultimately be seen by children as positive in improving their learning.
- Encourage and teach children to self-edit/check wherever possible.

Strategies

SUMMATIVE FEEDBACK/MARKING: This usually consists of ticks, dots (KS1 - to repeat correctly) and is associated with closed tasks or exercises. Wherever possible, children should self-mark or the work should be marked as a class or in groups.

FORMATIVE FEEDBACK/MARKING: With oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning objective and secondly on other features.

Quality Marking

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Wherever the task is open or narrative, feedback should focus first and foremost on the learning objective of the task. The emphasis in marking should be on both success against the learning objective and improvement needs against the learning objective.

When and where appropriate one positive and one developmental comment should be made.

Focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved (e.g. 'What else could you say about the prince?' , 'Say something about the prince's personality', 'Try one of these words: handsome, elegant, arrogant')

With English narrative writing, codes can save time and make the feedback more accessible to the child: highlight up to three things (maybe two or one with younger children) which are best against the learning objective, and include a constructive comment. Where codes are inappropriate, success and improvement should be pointed out verbally or in written form.

Useful constructive comments are:

- A **reminder** prompt (e.g. 'What else could you say here')
- A **scaffolded** prompt (e.g. 'What was the dog's tail doing?', 'The dog was angry so he....', 'Describe the expression on the dog's face').
- An **example** prompt (e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes') This may be given verbally.

Secretarial features

Spelling, punctuation, grammar, etc., should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things in one space of time. However each year group has a set of 'non-negotiables' which the children should check are correct before giving to the class teacher. When work is finished, ask children to check for things they know are wrong in their work when they read it through. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking words up. Some spellings should be selected for the child to write correctly three times.

Only give children feedback about those things you have asked them to pay attention to. This will mean that some aspects of writing are unmarked, but over time will be marked.

Self-marking

Children should self-evaluate wherever possible. In Key stage 2 children can identify their own successes and look for improvement points through the use of success criteria. The plenary can then focus on this process as a way of analysing the learning. Editing cards are available to support self- editing.

Shared marking

Using a piece of work from a child to mark as a class, using interactive whiteboard or enlarged copy, at regular intervals, models the marking process and teacher particular points at the same time.

Paired marking

Before ends of lessons, children should sometimes be asked to evaluate work in pairs. The following points are important:

- Paired evaluation should not be introduced until Key Stage 2 unless teachers feel younger children are ready for this.
- Children need to be trained to do this, through modelling with the whole class, watching the paired editing in action.
- Ground rules (eg. listening, interruptions, confidentiality, etc.) should be decided.
- In Upper KS2 Children should offer 3 success points and 1 improvement point against the learning objective; alternatively point out what they like first and then suggest ways to improve the piece, but only against the learning objective and not spellings, etc. The 3:1 success to improvement ration should be followed, to avoid over-criticism. Lower down the school, at teacher's discretion – this can be verbal.
- Pairings need to be based on someone you trust - best decided by teacher
- Encourage a dialogue between children rather than taking turns to be the 'teacher': they should discuss each other's work together (eg. 'I think this bit really shows how that character feels, what do you think?')

See Appendix 1 for marking key

Organisation

- The first 5-10 minutes of a lesson should, wherever possible, be used to get around the class to establish understanding and act on it where the work is too easy or too difficult.
- Where possible, children should be encouraged to self-edit.
- Allowed time to go through work, reflect on a teacher's comment or to mark as a class.
- Wherever class discussion takes place, feedback is given orally. Notes might also be necessary to inform future planning as a result of the discussion findings.
- Children need to have some feedback about their work, but flexibility is important, depending on the nature of the task and the time available.

- Distance marking should be accessible to children and manageable for teachers. Use codes against learning objectives wherever possible.
- When work has been distance marked, time should be given for children to read and then make one focused improvement based on the improvement suggested (linked with the arrow when codes are used). In order for the marking to be formative, the information must be used and acted on by the children.

Policy reviewed July 2020

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Appendix One

Marking

Use Black or Pink and Green pens for marking

● Incorrect

✓ Correct

Ⓢ Supported

Ⓥ Verbal feedback given

Highlight good examples – where learning objective have been met in **Green highlighter- Green for great**

Highlight examples needing to show improvement in **Pink highlighter- Pink to Think**

WALT – We are learning to...

Editing – stickers coded to cards to support self-editing

Highlight in yellow – spelling rule/key spelling used

Appendix two

Covid Guidance

The same guidance applies but staff are to take precautions to minimise risk of the spread of Covid. Where possible marking should be carried out in school. If work needs to be taken home, if possible leave for 72 hours before marking. If this is not possible, ensure that marking is not carried out in an areas where food will be consumed/prepared and make sure that hands are washed thoroughly and the surface cleaned down with disinfectant.