

**LOVE, COURAGE & RESPECT**

Learning and Achieving Through Love, Courage and Respect

# **BRIGHSTONE C.E. PRIMARY SCHOOL**



## **Teaching, Learning and Feedback Policy**

**Date Agreed:** September 2020

**Review Date:** September 2021

| <b>Date Issued</b> | <b>Prepared By</b> | <b>Approved By</b> | <b>Review</b> | <b>Changes made</b>                                     |
|--------------------|--------------------|--------------------|---------------|---|
| January 2020       | TF & Staff         |                    |               |   |
| August 2020        | RL & SLT           |                    |               | Merged the Feedback and Marking policy with this policy |

### **Introduction**

At Brighstone CE Primary School, we are committed to high quality teaching and learning in order to raise standards of achievement for all children. Our intent is to build a community of learners with high aspirations and expectations for the present and the future. We aim to develop lifelong learning behaviours through a broad and balanced curriculum that enables and encourages children to apply knowledge and skills in a wide range of relevant and meaningful contexts. We will ensure that all our pupils have equality of access and opportunities to rich and varied learning experiences, which lead to them developing their skills and abilities to equip them for the next stage in their learning journey. Learning and teaching is a shared responsibility and all members of the school community have an important part to play (see Home School Agreement).

### **Mission statement**

Learning and achieving through love, courage and respect.

### **Vision statement**

We provide a collaborative and nurturing environment with a supportive Christian ethos where everyone is enabled to thrive and flourish in their own unique way.

Our vision and mission statements enable us to:

- Create an ethos that embeds our core values of love, courage and respect;
- Ensure equality of opportunity that enables every child to develop socially, emotionally, creatively, academically and physically in an environment where they are all valued as individuals;
- Develop a culture where collaboration is key to building learning behaviours that include independence, perseverance, resilience, questioning, confidence to have a go without fear, and the understanding that mistakes are a part of the learning process;
- Inspire excellence by developing a love of learning through support, challenge and enquiry. At Brighstone, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day.

### **Aims of the policy**

- Define and promote high quality teaching, learning and feedback;
- To guide:
  - How teachers and support staff plan and teach;
  - How time and feedback is managed effectively;
  - How the classroom and learning environment is organised to be as supportive as possible;
  - To ensure consistency across the school in the principles of effective teaching, learning and feedback.

## Our Principles for Effective Teaching and Learning

- Appropriate pitch, support and challenge for all: Teaching the RIGHT STUFF, to the RIGHT CHILDREN, at the RIGHT TIME, in the RIGHT WAY;
- Progress for all;
- ALL adults working in the class taking ownership of the learning of their pupils;
- ALL adults knowing the learning needs/gaps of the children they are working with, and lessons planned around this;
- Explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning;
- Children are provided with appropriate strategies and resources at appropriate times;
- Clear and specific instructions and explanations are provided, tailored to individual needs where appropriate;
- Time is used effectively and efficiently - no learning time is wasted in lessons;
- Learning objectives are clear, focused and in 'child-speak'. Always think: What do I want them to learn?
- Learning objectives are not task- or context-based, but they must be specific. Focus on the learning, not the task;
- Learning objectives are carefully chosen and embedded within the learning journey; there is no 'lily-padding';
- Success criteria is clear and focused. (Success criteria doesn't always have to be written – it could be an annotated WAGOLL, picture or diagram. If it is written, it uses 'child-speak'. Written or pictorial SC may sometimes be created with or by the children if appropriate);
- Tasks are designed in order to help children to achieve their learning objectives, ensuring no child is overlooked or left behind;
- Adults routinely monitor and evaluate learning in every lesson, and look for opportunities to provide appropriate support and challenge where needed;
- Effective questions are planned in and used to identify understanding and provide further support, challenge and deeper thinking;
- Children are given opportunities to question, investigate and discover;
- Children are encouraged to think about their learning and how they learn (metacognition);
- Learning, tasks and resources are accurately pitched to enable children to work independently or collaboratively with peers as much as possible, without over-reliance on adult support or assistance;
- Teacher talk is closely matched to the learning and the children's needs;
- A 'no excuses' culture with high expectations for all;
- A supportive climate for learning in which children are encouraged to have a go and where mistakes are used to help build on progress;
- Children's positive learning behaviours (independence, perseverance, resilience, collaboration, resourcefulness, reciprocity, reflectiveness) are planned for, taught, demonstrated and encouraged;
- An understanding of non-academic barriers to learning;
- All adults demonstrate good subject knowledge and a pedagogical understanding so they have the ability to support all pupils;
- Assessment information (both formative and summative) is used effectively to enable progress between and within lessons;
- Teachers know what the previous and next steps are so the lesson can be adapted if needed;
- Opportunities are planned for children to apply their learning in different contexts;
- The principles and methods of The Science of Learning are used when planning and teaching, including:
  - Working memory vs long-term memory
  - Cognitive overload
  - Spaced practice
  - Developing schema – building on prior knowledge; making links
  - Retrieval practice (e.g. application; quizzes; tests)
  - Interleaving (using range of different knowledge and skills)
  - Vocabulary, knowledge and skills
  - Dual coding (words and pictures)

## Possible strategies and organisation for effective teaching and learning

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in and across lessons. These will include:

| Strategy / technique         | Explanation   |
|------------------------------|---|
| Flexible grouping            | <p>Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils.</p> <p>Such groups can be formed for an explicit purpose and disbanded when that purpose is met. It may be that a small group of pupils shares the need for more explicit instruction to independently carry out a skill, remember a fact, or understand a concept.</p> <p>Allocating pupils to temporary groups can also allow teachers to set up opportunities for collaborative learning.</p>  |
| Three piles of books         | <p>Books are grouped according to needs for the next day's learning. Who needs extra support/time/teaching on a particular aspect of the learning? Who needs opportunities to consolidate and apply? Who needs extra depth through enrichment?</p>  |
| Explicit instruction         | <p>Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice.</p> <p>One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction' (see Appendix 1).</p>  |
| Cutaway teaching             | <p>'Cutaway' is a teaching tool that is used to ensure that learning is personalised to meet the needs of every individual child. This involves the child being 'cut away' to their tables when they have demonstrated that they understand their work to begin their independent learning. From here, children may be 'cut back' to work with either the teacher or LSA to either address any misconceptions or move the learning on to the next step.</p>   |
| Split inputs                 | <p>Children are split into different flexible groupings according to needs at that time; each group may work with a teacher or LSA, or work independently. The groups with an adult will be taught something specific according to needs (such as new learning, closing any gaps or responding to feedback) while the other groups may be applying and consolidating previous learning, deepening their learning, or carrying out pre-learning. The adults ensure there are opportunities for them to work with each of the different groups within the lesson.</p>   |
| Scaffolding                  | <p>'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher/LSA would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Support could be visual, verbal, or written. The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently.</p>  |
| Plenaries and mini plenaries | <p>The plenary allows the teacher to assess the whole class's understanding at once. They can be used in lessons where appropriate to summarise learning (this is not necessarily at the end). Mini plenaries can be used as an effective form of assessment within a lesson. An effective plenary should identify children's misconceptions; once identified they need to be addressed either at the time or within the lessons that follow. They can also be used to address common misconceptions for all or most of the class. Plenaries and mini plenaries give the children the opportunity to reflect on what and how they have learnt and guides them to their next steps to success. What have we learnt? How have we learnt it?</p> |

|                           |  |
|---------------------------|--|
|                           | Why have we learnt it? What next? What if...? How could we...? Next time we will...  |
| Lolly sticks              | This can be used as part of the formative assessment process. Each child has their name written on a lolly stick, which are then placed in a cup or jar. These can be used when you want to discourage 'hands up' and want to gather random responses during class discussions or plenaries. This system expects all children to engage and ensures that the same children don't always answer. However, this system isn't to be used during those times when you want to check the understanding and responses of specific children.  |
| Interventions             | <p>Interventions are used when one child, or a small group of children, require further support and teaching to close specific gaps and remove educational or behavioural barriers. These interventions must have a desired outcome/impact, be measurable, and have a specific timeframe. There are four key components of classroom intervention:</p> <ul style="list-style-type: none"> <li>• Proactive: Deals with areas of need before they become a larger obstacle to education.</li> <li>• Intentional: Specifically addresses an observed weakness.</li> <li>• Formal: Uses targeted methods for addressing specific needs and tracks progress.</li> <li>• Flexible: Adjusts methods based upon the needs of the student.</li> </ul> <p>Interventions used must be evidence-based and used as intended, with the appropriate guidance and training. Ensure explicit connections are made between everyday classroom teaching and structured interventions: interventions should extend work done during whole-class lessons.</p>   |
| Pre-learning              | Well-planned pre-learning tasks can be used to bring out what learners already know, what misconceptions they may have and what interests them. Pre-learning can also be used for particular children or groups of children to pre-teach specific vocabulary or concepts so they have a better understanding once the main learning takes place.   |
| Variation/differentiation | Differentiation involves matching what is taught and how it is taught to children's abilities and aptitudes. See the section entitled 'Differentiation and variation' later in this policy.  |
| Use of adults             | <p>LSAs are deployed effectively in lessons, and planned in to provide appropriate support and challenge through a range of teaching methods, including:</p> <ul style="list-style-type: none"> <li>• Targeted questioning;</li> <li>• Demonstrating methods and strategies;</li> <li>• Providing guided group work;</li> <li>• Supporting children with SEN to access the learning;</li> <li>• Challenging and deepening the learning of children with a greater understanding of the learning;</li> <li>• Keeping children on task by helping them to focus;</li> <li>• Delivering high-quality one-to-one and small-group support;</li> <li>• Using structured interventions that link to the main learning.</li> </ul> <p>LSAs should work with a range of levels across the class, and should not always work with SEN children or those who are lower attaining, unless they are specifically employed to do so.</p> <p>Effective communication between teachers and LSAs should ensure that LSAs are fully prepared for their role in the lesson, so they understand the content and objectives of the lesson, what is expected in terms of pupil learning, who to support, how to support them, and what appropriate feedback and questioning should be. Throughout and after the lesson, the teacher and LSA should</p> |

|             |  |
|-------------|--|
|             | communicate about the needs and progress of the children so targeted support and challenge can be provided.  |
| Questioning | <p>Questioning can be used by adults and children to support and challenge, encourage deeper thinking, and encourage inquisitiveness. To have the desired effect, these questions need to be effective, well-considered, and challenging.</p> <p>Using effective questioning:</p> <ul style="list-style-type: none"> <li>• Encourages children to engage with their work and each other;</li> <li>• Helps children to think out loud;</li> <li>• Facilitates learning through active discussion;</li> <li>• Empowers children to feel confident about their ideas;</li> <li>• Improves speaking and listening skills;</li> <li>• Builds critical thinking skills;</li> <li>• Teaches respect for other people’s opinions;</li> <li>• Helps children to clarify their understanding;</li> <li>• Motivates children and develops an interest in a topic;</li> <li>• Allows teachers to check children’s understanding.</li> </ul> <p>Questions can be:</p> <ul style="list-style-type: none"> <li>• Closed questions that prompt a simple response, such as yes, no, or a short answer. These are quick and easy to respond to and are useful for challenging pupils’ memory and recalling facts;</li> <li>• Open questions are those that require a deeper level of thinking and often prompt a lengthier response. They ask children to think and reflect, provide opinions and feelings, and take control of the conversation. Open questions enrich the learning experience by encouraging individual thinking. They also provide the opportunity to check children’s understanding and knowledge, and assess their ability to apply this knowledge.</li> </ul> <p>Encouraging children to ask their own questions enables you to ascertain their understanding; it also allows children to apply their learning, as well as to find out more information.</p> <p>When planning lessons, the type of questions you want to ask should be planned in. ‘Hinge questions’ can also be used at key points in the lesson. These will help you to keep the lesson on track, or enable you to change the course of learning for some or all children.</p> <p>It is also useful to have a stock of follow-up questions, such as: “What makes you think that?” “How do you know that?”, “What might... be?” and “What if ...?” These extend responses and propose a deeper level of thinking.</p> <p>Time for thinking should always be allowed, and strategies such as ‘Think-Pair-Share’, ‘Turn To Your Partner’ and ‘Pose, Pause, Pounce, Bounce’ could be used.</p> |

**Feedback**

Feedback of the children and by the children is a crucial part of the teaching, learning and assessment process, informing next steps, challenge and support within and across lessons, while also enabling and encouraging children to build independence and take responsibility for their learning and progress. All children are entitled to regular and comprehensive feedback on their learning. Feedback shows that we value children’s work, and encourage them to value it too. It should boost the children’s self-esteem, and raise aspirations, through the use of praise and encouragement. The main objective of feedback is not to find fault, but to help children learn and to make progress. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having too many faults emphasised.

At Brighstone, we believe that feedback should be meaningful, motivating and manageable:

- Meaningful: Feedback should vary by age group, subject and what works best for the pupil to enable them to make progress;
- Motivating: Positive yet challenging feedback should boost pupil self-esteem and aspirations;
- Manageable: Feedback should be accessible and relevant to pupils and should be proportionate and manageable for staff. Our principles aim to eliminate unnecessary workload around marking, with a greater focus on 'on-the-spot' verbal feedback.

Effective feedback (verbal and/or written):

- Helps children understand what they have done well and how they can make improvements;
- Is often done while a task is being carried out (on-the-spot) through discussion between child and teacher/LSA;
- Is used sensitively and with discretion so that a child can assimilate a limited number of corrections and improvements at any one time. This will vary according to the age, ability and task;
- Offers the children specific information on the extent to which they have met the lesson objective, and/or an individual target set for them;
- Promotes self-assessment, by helping children to identify their key priorities for improvement and support them with the next steps they need to take in their learning;
- Shares expectations;
- Feedback from the children gauges their understanding, and identifies any misconceptions;
- Provides a basis both for summative and for formative assessment, and helps to inform next steps, both within the lesson and for subsequent lessons;
- Is immediate and misconceptions are addressed at the point of learning;
- Is accessible for all children to ensure equity and equal opportunities for improvement and progress.

Implementing effective feedback:

- Wherever possible, feedback is relevant and immediate, should involve the child directly and should be on-the-spot so children can engage in it and make corrections and improvements straight away – see it and act on it;
- Feedback is personal and relevant to the child and their current learning;
- Feedback can include good quality concrete and visual examples, guidance, diagrams, strategies and models, where necessary;
- Responding to feedback will need to be modelled;
- Feedback can be used within 'cutaway' groups where the same feedback is needed to be given to a group of children;
- The feedback can be given to the whole class where necessary, either within mini-plenaries or at the end of the lesson;
- Feedback should always relate to the lesson objective, previous learning or the child's individual targets where applicable;
- Feedback should be specific, accurate and clear (e.g. "This was effective because you...", "Can you think of a more effective word to describe ..." or "Tell me why you chose this word/phrase/strategy" rather than just "correct" or "well done"); and can compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving ... as it is much better than last time");
- If written feedback is provided, the child must be able to read and respond to the comments made, and be given time to do so (this time must be planned in; e.g. in lesson time or during registration time). Where the child is not able to read and respond in the usual way, other arrangements for communication must be made. Teacher handwriting must be legible and the comments must be in 'child-speak';
- Feedback should be appropriate to the age and ability of the child, and may vary across year groups and key stages;
- Feedback will focus on only one or two key areas for improvement at any one time;
- Teachers and LSAs will note common misconceptions and errors and use them to provide targeted support in the lesson or subsequent lessons, and to inform future planning;
- Written feedback, if not carried out in the lesson, will always be carried out promptly, and will normally be completed before or at the start of the next lesson in that subject;
- Self-assessment, where children assess themselves, is an important part of their development as it encourages them to self-reflect and take greater responsibility for their learning; for example, by encouraging engagement with assessment criteria and reflection of their own performance. Children are encouraged to assess and edit their own work against the learning objective, success criteria and/or their own targets, and to make improvements (add, change, take away or improve) independently or with a peer, before their work is marked by an adult;

- Peer feedback and assessment may also be used where appropriate, with the peer's name indicated;
- Pencils (or pens if they have a pen licence) will be used by the children when they are proofreading and self-editing;
- Red pens will be used by adults for written feedback;
- Purple polishing pens will be used by the children when responding to feedback; this may be above single words, but they may wish to re-write a longer sentence at the end of their work, which they should indicate, or use an 'editing flap'. This may be stuck over the original paragraph/sentence as a flap but should not inhibit sight of the former work, so that progress may be seen;
- In some pieces of writing where appropriate, highlighter pens will be used to indicate:
  - 'Green to Go' – Where the child has chosen a particular word, phrase, sentence, paragraph, punctuation mark or spelling that you wish to praise, linked to the objective of the lesson;
  - 'Pink to Think' – Where the child needs to reflect on and change, add or take away a particular word, phrase, sentence, paragraph, punctuation mark or spelling in order to improve their work;
  - 'Orange Nag' – Where the child is continually making the same errors in punctuation marks, spelling or vocabulary, appropriate to their age, ability and year group's expectations;
- Missing non-negotiables for each year group, as well as frequently recurring errors, will also be highlighted in orange ('nag'); however, care also has to be taken to identify if the child is making these frequent errors through a gap in knowledge and understanding, rather than carelessness;
- Depending on the age and ability of the children, it may be appropriate to identify the nature and number of the errors that you would like to be looked at to assist the child, using the highlighter pen and the symbols 'sp' (spelling), 'g' (grammar), or 'p' (punctuation). This can be by:
  - Highlighting the word or sentence that needs addressing;
  - Indicating in the margin; or
  - Writing at the bottom of the piece of work
- There is an assumption that the work has been independently completed unless otherwise indicated;
- Verbal feedback and support will be indicated with a 'speech bubble' symbol accompanied by a key word/very brief note relating to the support given (for example, if the feedback is relating to a specific area, such as punctuation or a particular word used);
- Ticks can be used where work is correct, and a 'c' where errors have been made – this particularly applies to work in Mathematics.
- The expectations are that where a concept has been previously learnt (e.g. particular spellings, punctuation or grammar) then they should be correct.

See Appendix 2 for the Written Feedback poster.

### **Assessment for Learning / Responsive teaching**

Regular assessments are made of pupils' work in order to establish the level of attainment, to help provide on-the-spot support and challenge, and to inform future planning. Assessment also helps us to recognise, celebrate and build on success.

Formative assessment is used within and across daily lessons to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned, what their gaps in learning are, and what therefore should be the next steps in his/her learning. Feedback of and from the children plays a crucial role in AfL/responsive teaching. Engineering effective classroom discussions, activities and learning tasks elicit evidence of learning. Involving children in identifying their own and each other's progress and next steps helps them to become reflective and independent learners, and helps them to self-regulate and become responsible for their own learning.

Summative assessment takes place at least three times a year. Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested, through the Phonics Screening Check, in Year 1 and re-tested where necessary in Year 2. Optional tests are also taken in Years 3, 4 and 5. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained. Read Write Inc assessments take place at least every half term and more often when needed.

Suitable tasks for assessment include:

- Group discussions;
- Short tests and formal assessment papers;
- Low-stakes quizzes;

- Mind-maps;
- Discussions in which children are encouraged to appraise their own work and progress;
- Pupil observations;
- SATs.

Regular Pupil Progress meetings take place between the class teacher and a member of the SLT to ascertain strategies and any possible interventions that may be required for particular children.

### **Structure of lessons**

Lesson structures are flexible according to needs. However, the following must be adhered to:

- Lessons start promptly;
- Resources are planned and prepared before the lesson;
- Each lesson is part of a clear learning journey, or revisits previous learning;
- Lessons have a clear learning objective, which is shared with the children at an appropriate point in the lesson;
- The adults use enabling questions to motivate, stimulate, assess and keep pupils on track;
- The lesson will have a good pace and structure to it, and activities will vary in response to children's needs;
- A learning journey will always have clear success criteria, which is created with the children when appropriate.

### **Differentiation/variation**

So that we always have the highest possible expectations of individual learners and provide the appropriate pitch and challenge for all, teachers differentiate/vary the lessons according to individual needs. This differentiation/variation may be through:

- Variation in difficulty of task (within the same or similar learning objective) to match different levels of ability;
- Pace – some children may be able to move on quicker than others, while some children may need extra time or further explanations;
- Content and relevance, taking into account what each child needs for their next steps;
- Different activities/tasks to meet the children's needs;
- The use of support materials and resources; e.g. concrete or pictorial resources, word banks, structured sentences/cloze procedure, sentence starters, exemplars, etc...
- Extension and deepening of learning through carefully chosen tasks, objectives and questions;
- Independence;
- Autonomy; e.g. children being provided with choices within their learning
- Outcome – the acceptance of or planning for varying levels of achievement, presentation and time allowed for work completion
- Teacher/LSA support;
- Ability groups or mixed ability groups;
- Peer support or paired work.

Differentiated/varied tasks will be shown in weekly planning.

Pupils with special educational needs receive appropriate support provided by the teacher or an LSA, 1:1 tuition or our SENCo where appropriate. Additionally, advice is sought from relevant external support agencies when and where the need demands it (see Special Educational Needs Policy).

### **Planning**

At Brighstone CE Primary School, as part of the wider curriculum, we are committed to following the programmes of study as required by the National Curriculum 2014. Where possible, we follow a cross curricular approach to learning, where some subjects are taught through a topic and some are covered as discrete subjects. Learning journeys can be planned as continuous study throughout the half term, or as blocks of study.

Planning takes the form of:

- Long term overview;
- Medium term and unit plans (these are variable in length according to needs; e.g. half-termly, one week, three weeks and so on);
- Weekly plans.

Medium term plans are submitted to the Headteacher/Assistant Headteacher at the beginning of each half term and are saved in the shared drive. Weekly plans for English, Mathematics and Foundation Subjects are submitted to the HT/AHT via email or the shared drive.

Weekly plans include the learning objectives, success criteria (where appropriate), key questions and AfL opportunities, differentiation/variation and deployment of adults.

### **Learning environment**

Our learning environments, both inside and outside, seek to deepen learning and support our children as independent learners. Displays in the classrooms and corridors take the form of learning walls as well as celebrating the work of the children.

The classrooms are organised to facilitate learning and the development of independence. For example:

- Resources are easily accessible and clearly labelled;
- Book corners are comfortable and attractive;
- Learning walls reflect and support learning in the current learning journeys:
  - English learning walls include:
    - purpose, form and audience
    - clear outcome for the learning journey
    - stepping stones to achieve the outcome
    - success criteria
    - useful vocabulary
    - examples of WAGOLs and possibly WABOLs where appropriate (see Writing policy)
  - Maths learning walls include:
    - useful vocabulary
    - possible strategies to be used
    - exemplars
    - number lines
    - times tables and number facts where applicable
- Where applicable, areas for imaginative play change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- Pupils are involved in the maintenance and care of all equipment and resources.

### **Roles and Responsibilities**

Learning and teaching is a shared responsibility and all members of the school community have an important part to play (see Home-School Agreement).

All members of the school community should work towards supporting the children's learning by:

- Esteeming children as individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the school community;
- Providing a well ordered environment in which all are fully aware of behavioural expectations;
- Offering equal opportunities in all aspects of school life and recognising the importance of different views, beliefs and cultures;
- Encouraging, praising and positively reinforcing good relationships, behaviours and work;
- Working as a team, supporting and encouraging one another.

In partnership with the parents and pupils, the school will support the children's learning by:

- Providing a happy, caring and stimulating environment so that each child can enjoy and benefit from their time at Brighstone CE Primary School;
- Encouraging each child to give his/her best at all times;
- Providing a broad and balanced curriculum, taking account of individual needs;
- Encouraging and expecting high standards of learning and behaviour;
- Being good role models, punctual, well-prepared and organised;
- Caring for the health, safety and happiness of children while at school;
- Informing parents at regular meetings of their child's progress;
- Listening should parents wish to discuss particular concerns;
- Contacting parents if there is a problem with attendance, learning or behaviour;
- Informing parents through topic webs what the learning focus is for each half term across the range of subjects taught;
- Keeping parents informed about school activities in the weekly newsletter (the Buzz), via the text service, Facebook, email and school website as appropriate;

- Providing opportunities for parents to contribute to their child's learning in class, and in the general life of the school;
- Encouraging all children to take care of their surroundings, themselves and others around them;
- Providing a range of after-school activities.

Parents are encouraged to support their child's learning by:

- Making sure that their child attends school regularly, punctually and in good health;
- Attending Parent Consultations to discuss their child's progress;
- Letting the school know about any concerns or problems, which might affect their child's learning or behaviour;
- Encouraging good behaviour, politeness and respect for others and their property, and supporting the school's policies and rules concerning behaviour;
- Encouraging their child to take an interest and pride in their learning;
- Supporting their child with home learning as set out in the Home-School agreement for each year group;
- Valuing their child's education.

Pupils are encouraged to support their own learning by:

- Taking pride in their work, trying their best with all that they do in school and completing their home learning;
- Taking responsibility for their belongings, their learning and their actions;
- Taking responsibility for their learning behaviours;
- Respond to verbal and written feedback;
- Carry out proof-reading and self-assessment against the learning objectives, success criteria and/or own targets.

The community is invited to support the children's learning by:

- Voluntarily helping in the classroom, such as hearing children read, and helping with activities such as sewing and cooking.

### **Monitoring and Review**

The SLT and subject leaders monitor the effectiveness of this policy throughout the academic year. Monitoring may take the form of:

- Book scrutinies – looking at pupils' books;
- Moderation of pupils' work, both intra- and inter-school;
- Learning walks;
- Formal lesson observations;
- Pupil conferencing;
- Pupil progress meetings.

The Headteacher and assigned Link Governor will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

Barak Rosenshine's

# PRINCIPLES OF INSTRUCTION



**A thematic interpretation for teachers by Tom Sherrington**  
@teacherhead

VOLUNTEER BY

OLICAV

Oliver Cartright  
@olicav



### REVIEWING MATERIAL

**1** Daily review



Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.

**10** Weekly and monthly review



### QUESTIONING

**3** Ask questions



The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

**6** Check for student understanding



### SEQUENCING CONCEPTS & MODELLING

**2** Present new material using small steps



Small steps – with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

Models – including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

**4** Provide models



**8** Provide scaffolds for difficult tasks



Scaffolding is needed to develop expertise – a form of mastery coaching, where cognitive supports are given – such as how to structure extended writing – but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building – but eventually they need to come off.

### STAGES OF PRACTICE

**5** Guide student practice



Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback.

High success rate – in questioning and practice – is important. Rosenshine suggests the optimum is 80%. I.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

**7** Obtain a high success rate



**9** Independent practice



Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"



## Brighstone Primary's Guide to Written Feedback



**Green To Go**



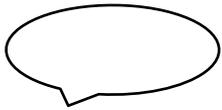
**Pink To Think**



**Orange Nag**

**c**

**Check this**



**or VF**

**Verbal feedback provided**

Grey pencil

**Child's own improvements  
and amendments**

Red pen

**Teacher's or LSA's comments**

Purple polishing pen

**Child's improvements when  
responding to feedback**



**Editing Flap**