

Gossops Green Primary School



Teaching and Learning Policy

including: Feedback for Learning, Curriculum, Assessment and Home Learning

Approved by: LGC (Local Governing Committee)

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Staff Member Responsible: Principal

OUR VISION

'Delivering equity through education, nurture and ambition'

At Gossops Green Primary School, we believe that every child has the right to succeed, to meet their full potential and to understand that high aspiration and dreams are rightfully theirs to own and pursue, whatever their starting point in life might be.



Contents

1. Aims	3
2. Our Guiding Vision and Values	3
3. Our Guiding Principles of Teaching and Learning	3
4. Gossops Green Curriculum - Learning at its Most Ambitious.....	6
5. Roles and Responsibilities	7
6. Planning	10
7. Learning Environments	13
8. Exercise Books	13
9. Adaptations	13
10. Timetabled Home Learning (Homework).....	14
11. Learning in the Event of Absence	15
13. Assessment, Recording and Reporting	18
14. Interventions.....	20
15. Monitoring and Evaluation	20
16. Links with Other Policies	21
Appendix 1 - Handwriting Guidance	22
Appendix 2 – ‘Check, Adapt’ resource from EEF.....	26

1. Aims

This policy aims to:

- Explain how our school creates an environment where **ALL** pupils at Gossops Green Primary thrive in their learning and develop a love of learning for life
- Summarise our aspirational expectations to ensure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raise standards of achievement for all pupils in our school through ambitious quality first teaching and learning
- Involve pupils, parents/carers and the wider school community in pupils' learning and development to ensure a shared understanding of the teaching and learning ethos of Gossops Green Primary

2. Our Guiding Vision and Values

At Gossops Green Primary, our vision of '**Delivering Equity through Education, Nurture and Ambition**' permeates our entire approach to teaching and learning. We believe that every child has the right to succeed, to meet their full potential and to understand that high aspirations and dreams are rightfully theirs to own and pursue, whatever their starting points in life might be. Our extensive experience shows us that emotionally strong children will go on to achieve academically and this is why, alongside delivering our excellent, ambitious curriculum, we place great emphasis on Wellbeing and Nurture at Gossops Green. Our values of Respect, Resilience and Responsibility underpin our inclusive approach to enabling all children to achieve.

[Vision & Values | Gossops Green Primary School](#)

3. Our Guiding Principles of Teaching and Learning

Learning is the purpose of the whole school and is a shared commitment.

At Gossops Green Primary School, we recognise that education involves children, parents/carers, staff, governors, the community and our Academy Trust. For optimum benefit, all should work closely together to support the process of learning. Working in partnership we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievement
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, engaging and ambitious curriculum
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding

- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being
- encourage children to become active and responsible citizens, contributing positively to the community and society



A broad and balanced curriculum is not just the timetabled subjects; it is every child’s holistic experience of school. This encompasses the ‘hidden curriculum’, such as extra curricula activities, trips, how to behave, how to have tolerance of others and awareness of good physical, emotional and mental health.

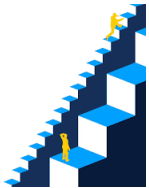
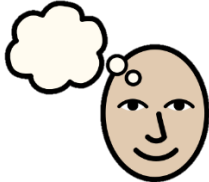

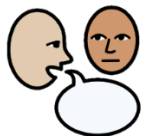
The Early Years curriculum at Gossops Green mirrors all the above features and has its own personalised Teaching and Learning Policy – which can be found on our website.

3.1. Teaching and Learning Strategy

At Gossops Green Primary School, we aim to ensure that every child is supported to achieve their full potential, both academically and personally. Our mission, along with the other Collegiate Trust schools, is to collaborate to deliver an *Exceptional Education for All*. Our school vision of ‘Delivering equity through education, nurture and ambition’ is one that we passionately believe in, and we teach everything through the lens of our most disadvantaged pupils. Our pedagogy is based on the theory that ‘*If we get it right for the most disadvantaged and vulnerable, we will get it right for everyone*’. This informs how we adapt our curriculum to ensure inclusivity and accessibility.

Our key drivers for Teaching and Learning:

Progressive Curriculum	Retrieval and Review
	
<ul style="list-style-type: none"> • Progression maps show whole school progression in each subject • Medium Term plans show progression across the curriculum • Lessons build up over a sequence • Backwards planning is used to incorporate skills needed for outcome • Progressive questioning ensures accessible starting points 	<ul style="list-style-type: none"> • Recapping prior learning to ensure skills are moved to long-term memory. • Memory boxes used at the start of lessons – include review of previous work • Skills and concepts repeated regularly to ensure that they don’t get forgotten • Planning is adapted based on the outcomes of the lesson • Plenary/end of lesson can include a summary/recap of skills

Scaffolded Learning	Modelling
	
<ul style="list-style-type: none"> • Small steps to reduce cognitive overload – work is chunked into manageable steps • Concrete apparatus / equipment used • Pictorial aids such as visual representations and Widgeits • Dual coding on slides/boards / worksheets / prompt sheets • Scaffolding is reduced over time to encourage independence • Use of videos and pictures to support teaching • Work is adapted for pupils with SEND/EAL • Work is chunked into smaller/manageable steps (considering cognitive overload) 	<ul style="list-style-type: none"> • Teachers thinking aloud when modelling methods/ writing/ explanations etc. • Working walls to model and present work – pupils refer to these to support independent work • Modelled work, including worked examples completed under visualisers – reinforce methods, expectations and presentation • ‘I Do, We Do, You Do’ / ‘My turn, Our turn, Your turn’ structure used in maths to model work • Frayer models used to introduce new vocabulary • Dual coding – including pictorial images
Checking for Understanding	Communication
	
<ul style="list-style-type: none"> • No hands up/ No opt out policy to encourage participation • Teachers return to pupils who didn't answer originally to ensure understanding • Mini whiteboards are used to make learning visible (to enable teachers to identify errors and misconceptions) • Hinge questions planned at pivotal points in lesson – multiple choice and include misconceptions • Teachers encouraged /empowered to adapt lessons according to needs of pupils • Sharing or performance of work used as an assessment tool 	<ul style="list-style-type: none"> • Partner talk used to allow all pupils to articulate ideas • Talk for learning prompts encourage pupils to speak/answer in full sentences • Sentence starters given – orally and in writing • Scaffolded sentences – teacher verbally models sentence starters – pupils speak to each other using given prompts • Key vocabulary planned for and shared • Word of the day /blue words planned to fit writing • Frayer models used to introduce new vocabulary • Rehearsal of new language – ‘My turn, your turn’ – repeating back • Time is given to think before answering a question. ‘Pose, Pause Pounce, Bounce’ strategy used. • Non-verbal communication, (BSL & communication boards)

4. Gossops Green Curriculum - Learning at its Most Ambitious

Our bespoke curriculum has been developed by our own subject leaders in recognition of the need to create learning that is relevant for our own community of learners. We are committed to following the programmes of study of the [National Curriculum \(2014\)](#) and our Subject Progression Maps ensure full coverage of the statutory requirements. We follow a cross-curricula approach to learning where some subjects are taught through a themed topic, and some are covered as discrete subjects. Our curriculum design encompasses opportunities to address gaps in cultural capital, the development of aspirational vocabulary, links with other subjects, and builds progressively on prior learning. It is driven by *four* over-arching key themes, which we believe unlock the unique potential that all children at Gossops Green possess: [Our Curriculum | Gossops Green Primary School](#)

i) **Spiritual, Physical and Emotional Wellbeing**



During their time at Gossops Green, our children learn that they are highly valued and important. They are encouraged to develop their own opinions, ideas and thoughts, whether this be about local or school issues or events in the wider world. They learn that their bodies and minds are unique, amazing creations which need to be looked after and nurtured so that they can perform to their best ability now and for a whole lifetime.

Our children are enabled to express their feelings, beliefs, show empathy for others and be aware of their own physical and emotional wellbeing. They learn to develop resilience and an inner strength to manage their feelings and cope with the many challenges they may face. Ultimately, our children learn to appreciate their own strengths and attributes, to be proud of who they are, their communities and heritage and to take joy from the lives they experience.

ii) **Knowledge, Skills and Understanding**

Our children experience an exciting, creative and ambitious curriculum which develops not only their academic knowledge but essential skills such as reasoning, problem solving and academic perseverance. Our bespoke Gossops Green Curriculum Maps ensure that learning is carefully sequenced so that children's learning is linked to what has gone before and built upon. This ensures that knowledge moves to long-term memory so that children retain a deeper understanding of all they are taught.

Our children become confident communicators who aspire to read widely, develop maths fluency and are able to articulate their knowledge across a wide range of subjects. In an ever-changing world, they understand and use digital platforms with sensitivity, intelligence and full awareness of technology's power to enhance communication.



iii) Belonging – Local and Global



Our children learn to develop an appreciation of others, their needs, beliefs, values and cultures. This empowers them to challenge stereotypes, bias and discrimination. Our children are taught to be proactive in addressing inequalities and they learn to recognise that they have the agency to make a difference. They recognise that all positive change starts with one small step and that working together as a team is often more effective than trying to work as an individual.

Our children are taught the importance of contributing positively to the local and wider community and understand the concept of collective responsibility for their class, their school and the wider world beyond Gossops Green.

iv) Lifelong Learners

Our children learn that their time at our school is just the beginning of a lifelong, educational journey. They are taught to value learning in all its many guises, from academic knowledge to learning how to lead a team, to problem solve, to work independently and to be resilient in the face of disappointment and not let this ever define their future.

Ultimately, our children learn to be critical thinkers, questioning and evaluating the world around them and leaving Gossops Green with a thirst for knowledge, quizzical minds and a life-long love of learning.



5. Roles and Responsibilities

Teaching and Learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

5.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning
- Update parents/carers on pupils' progress via Parents' Evenings and by producing a written report on their child/ren's progress – both, three times a year

5.2 All Teaching Staff

All teaching staff (including Support Staff) at our school will:

- Meet the expectations set out in this policy and all other relevant school policies
- Know pupils well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness

- Use agreed assessment for learning and checking for understanding strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to appropriate colleagues
- Ensure that learning objectives are clearly understood by all in order to maximise learning
- Identify and use a wide range of appropriate resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

5.3 Subject Leaders

Subject leaders at our school will:

- Create well-sequenced, broad and balanced curriculum progression maps that build knowledge and skills
- Sequence lessons in a way that facilitates pupils making good progress from their starting points
- Drive improvement in their subject through monitoring, research, leading professional development and evaluating their curriculum subject on a regular basis
- Identify resource needs strategically for each topic to provide teachers with necessary resources for learning
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data (where appropriate)
- Identify strengths and areas for development that arise from monitoring activities
- Create and clearly explain subject intent, implementation and impact
- Take responsibility for producing and updating a **Subject on a Page** for their curriculum subject

5.4 Senior Leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education for all learners
- Celebrate achievement and have high expectations for everyone
- Hold staff to account for the quality of teaching and learning that they deliver
- Guide pupils to take responsibility for their learning and progress

- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice, subject knowledge and pedagogical understanding
- Promote team working at all levels, by less experienced teachers shadowing experienced subject leaders to ensure succession planning is in place
- Address underachievement and intervene promptly

5.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others (if appropriate)
- Participate actively in lessons by thinking, listening, responding on a whiteboard or articulating a response
- Meet expectations for good behaviour for learning at all times; respecting the rights of others to learn
- Be punctual and ready to learn, with any necessary equipment or resources for the lesson – as appropriate
- Be curious, ambitious, engaged and confident learners
- Know how to improve their ongoing learning from feedback
- Put maximum effort and focus into their work
- Complete home learning activities as required

5.6 Parents and Carers

Parents and carers are encouraged to work in partnership with the school and to support their child/ren's learning by:

- Encouraging their child to take responsibility for their own learning
- Supporting and giving importance to home learning
- Making sure their child is ready and able to learn every day
- Actively supporting the Home-School Agreement
- Supporting good attendance (>95%)
- Engaging in discussions about their child's progress and attainment

- Communicating with the school to share information promptly – making early contact to discuss matters which might affect a child/ren’s emotional wellbeing, learning and behaviour
- Where possible - providing resource as required to support learning

5.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school’s approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils’ progress and attainment through the termly sharing of whole school data headlines and end of Key Stage outcomes
- Monitor the effectiveness of this policy and hold the Principal to account for its implementation

6. Planning

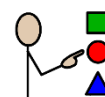
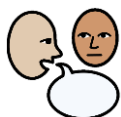
Our curriculum design is founded on a deep-rooted and embedded understanding of pedagogy which informs all curricular planning. We combine a sequential and layered approach to the acquisition of new knowledge with each unit of learning providing a foundational layer on which to build the next layer of knowledge and skills. There is an emphasis on moving learning from short-term memory to long-term memory through proven pedagogical approaches involving over-learning and consolidation. All planning includes reference to prior learning and retrieval opportunities through our ‘memory box’ strategy - which occurs at the start of lessons – and is a consistent feature in all planning.

Slides (PowerPoints or Smarts) explicitly show the Learning Objective(s) for every lesson. These do not need to be written into exercise books, but a short title, related specifically to the learning objective, will be written instead.

All slides are to be made **dyslexia friendly** by using pastel backgrounds, reducing cognitive overload and using dyslexic friendly fonts:

- EYFS – Yr3 – Comic Sans
- Y4-Y6 – Poppins
- Quotes/extra = Dreaming out loud

Adaptive symbols are used on planning slides to reduce cognitive overload, support dual coding, ensure consistency in year teams and support the planning process.



Teacher Modelling	Partner Talk	Assessment Point	Visualiser Modelling	Hinge Question
The teacher will model the process/method and verbalise their thought process.	Pupils to discuss the work with their partner ready to share ideas with the class.	Opportunity for Checking for Understanding. Pupils work on whiteboards to make their learning visible.	Teachers to model under the visualiser. This may be in class books in English and maths or with practical apparatus.	An opportunity to assess who is ready to work independently and who needs more support.
I Do	We Do	You Do		

6.1 Rosenshine's Principles

Our approach to planning reflects the ethos of **Rosenshine's Principles of Instruction** and has embedded within it the following defined elements:

- **Review of learning:** ranging from in the moment - at the direct point of teaching - to references to prior learning from the previous lesson, day or week and ultimately to links with past topics within the current academic year and/or to learning prior to this; the aim being to strengthen neural pathways which lead to mastery of learning
- **Checking for Understanding:** eliciting pupil responses through a range of strategies in order to ascertain understanding, knowledge and identify and address misconceptions promptly and effectively. Strategies encompass, *Cold Calling, No opt out, Talk Partners, Wait Time (Pose, Pause, Pounce, Bounce)* and use of mini whiteboards
- **Planning for assessment** at a pivotal point in the learning sequence through the device of **Hinge Questions** to ascertain whether pupils require re-visiting a concept for consolidation/clarification or are ready to move on to the next stage of the learning. Hinge Questions are planned in advance to address predicted and potential misconceptions to allow the teacher to adapt learning accordingly
- **Sequencing concepts and modelling by**
 - Presenting lesson materials using manageable steps by '**chunking**' key components to avoid cognitive overload
 - **Providing teacher models** so that pupils have constructs on which to align their learning. Models might include the use of a **visualiser** with the adult modelling in a **teacher book** which mirrors the pupils' own books. Further models might include a teacher **verbally narrating** the learning process out loud, including addressing how to tackle common misconceptions and breaking these down into the component parts; sentence stems or **Talk for Learning prompts** being used as verbal structures for pupils to respond using grammatically correct syntax and working walls on display for reference of past learning and past models

- **Adapting planning to scaffold materials**, thus enabling all pupils have access to the same ambitious learning objective. These could include the use of Widgits, word or vocabulary banks and a wide range of manipulatives in maths. Learning scaffolds should be temporary with the aim of allowing pupils to access the learning and gain skills and confidence, which can ultimately lead to independent practice.
- **Planning for independent practice** of the learning as the desired end goal by building all of the above structures into the teaching sequence

6.2 Curriculum Maps

Gossops Green's own **Curriculum Progression Maps** provide the medium-term objectives for each term. They also provide a long-term, vertical overview of progression from Year 1 to Year 6 within each document, ensuring National Curriculum coverage and sequential acquisition and breadth of knowledge and skills are both delivered and understood by all practitioners responsible for creating planning and delivery of the curriculum.

6.3 Progression Maps

Progression Maps are also supplemented and enhanced, in selected curricular areas, by judicious use of high-quality schemes and programmes, chosen for matching the high value we, at Gossops Green, place on pedagogy and sequential learning. These additional resources include the following:

- **Read, Write, Inc:** a systematic synthetic phonics programme which ensures pupils learn to read with automaticity so that they can focus on developing their comprehension skills, vocabulary and spelling. If pupils in KS2 still require a phonics-based reading programme, **RWI Fresh Start** is used to address reading deficits in a rapid and effective way
- **Read, Write, Inc. Spelling:** teaches spelling cumulatively and systematically, meeting the requirements of the National Curriculum and building progressively upon the teaching strategies and spelling activities from the RWI phonics programme
- **Maths:** the maths curriculum is designed to focus on depth rather than acceleration, ensuring that key concepts are fully grasped before moving on. Resources are sourced from a variety of places including NCETM, White Rose and Primary Stars. Pupils' conceptual understanding and cognitive development in mathematics is developed by using concrete objects, pictorial and abstract representations.
- **Times Tables Rockstars:** provides a personalised programme designed to support the learning of times tables in schools and is aimed at KS2 pupils. Data is used to identify and target gaps in pupils' knowledge. Weekly sessions are set to consolidate the learning and provide additional practice at home
- **Real PE:** helps support every child to develop the physical literacy, emotional and thinking skills to achieve in PE, sport and wider life

- **SCARF - PSHE/RSE and Wellbeing programme:** SCARF (Safety, Caring, Achievement, Resilience, Friendship) is a whole school approach which promotes positive behaviour, mental health, wellbeing, resilience and achievement meeting the DfE statutory requirements and developing a whole-school ethos
- **Purple Mash** – Computing Scheme of Work: provides a comprehensive set of resources aligned to the National Curriculum for Computing, Technology and Digital Competence

7. Learning Environments

When pupils are at school, learning will take place in a range of appropriate settings, including classrooms, outdoor learning environments, halls, music room and offsite spaces.

These spaces will be kept safe, clean, organised and ready to facilitate pupils' learning. They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Accessible resources for learning such as books, manipulatives, scaffolds such as vocabulary or phonics sheets and other equipment for practical usage (pencils, scissors, rulers, etc)
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning, including the consistent use of Working Walls which document recent and relevant learning for pupils to refer to
- Talk for Learning sentence stems on display in every classroom to provide clear models for scaffolding pupil responses

These overarching features of learning environments are described in the *Staff Handbook*.

8. Exercise Books

Expectations for whole school approaches to the use of subject exercise books is detailed by Subject Leaders and set out in the *Staff Handbook*.

In Key Stage One, SeeSaw (an online platform) is used to document photographs and videos of practical learning and pupil voice in Science, Geography, History, D&T, PSHE, R&W and PE.

In Key Stage Two, class 'floor books' are used to record photograph of practical learning and pupil voice in PSHE. Individual books and folders are used for all other work.

9. Adaptations

Teaching and learning at Gossops Green takes account of pupils of all abilities and backgrounds and ensures that all have the best possible access to a broad, balanced and adaptive curriculum, relevant to their needs. We are a fully inclusive school and are always striving to develop our resources to meet the needs of our pupils. We recognise that every child is an individual and aim to identify ways in which all pupils can reach their potential,

providing a supportive framework for all pupils, including those with Special Educational Needs and Disabilities (SEND).

9.1 We adapt learning to cater to the needs of all our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an Additional Language (EAL)
- Disadvantaged pupils
- Pupils experiencing ‘Socio Economic and Emotional Disadvantage’ (SEED)
- Children experiencing trauma

9.2 We cater for need by:

- Adapted learning reflected through planning resources
- Using support staff effectively to provide extra support
- Providing; writing frames, word banks, dual coding resources (i.e. *Widgit*), technology and practical apparatus

Working with our Special Educational Needs and Disabilities Coordinator (SENDCO), our pupils with SEND, and their parents/carers, to establish the appropriate level of adaption to support these pupils to make good progress. See further information on our website:

- [Special Educational Needs Information | Gossops Green Primary School](#)
- [SEN Glossary | Gossops Green Primary School](#)
- [SEND Information Report | Gossops Green Primary School](#)

Appendix 1 shows the ‘Check, Adapt’ resource from EEF

10. Timetabled Home Learning (Homework)

Home learning (or homework) will support pupils to make the link between what they have learnt in school and the wider world. It is most effective when completed in a supportive, secure environment, with focused time set aside.

Expectations for Home Learning (homework) are shared at the start of the academic year in the school’s ‘**Meet the Teacher**’ events and in the **Home-School Diary** which every pupil is issued with at the start of the academic year. Any additional homework or changes to these expectations are shared with pupils and parents/carers as necessary. Expectations of reading at home are also specifically detailed in the Home-School Diary.

10.1 Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. We believe that homework should be set:

- To involve parents/carers in their home learning

- To help parents/carers keep abreast of what their child is capable of and where they might need support
- To encourage children to talk about their learning with their parents
- To extend the time for learning, enabling children to practise and consolidate skills, knowledge and strategies learnt in school
- To prepare children in KS2 for secondary school expectations of homework
- To view learning as a lifelong process and not one restricted to school hours

10.2 The school's agreed practice for homework is that:

- Homework often provides consolidation for learning that has taken place in school
- It can provide an opportunity to carry out research and find out new information ahead of a new topic
- Creative tasks involving discretionary effort will be celebrated, shared with peers and displayed where appropriate
- Children should understand exactly what they are expected to do, how to do it, and how long it should take
- Children who have made insufficient effort during learning time at school, may occasionally be asked to complete work at home or at breaktime or lunchtime – to ensure that children are not disadvantaged in their learning
- A lunchtime home learning club is provided for KS2 to enable pupils - who for a variety of reasons need additional support - to complete home learning tasks and access technology, both with the support of a member of the teaching team
- All home learning will be acknowledged and praised, but not physically marked

10.3 Parents/carers are encouraged to make contact with the class teacher (ahead of any home learning submission dates) if any of the following reasons occur:

- Their child is finding homework too difficult to access
- Parents/Carers themselves would welcome some clarification of the task(s)
- Their child is refusing to comply and complete homework despite parents'/carers' best efforts
- Reduced or no access to a required resource to complete the homework

11. Learning in the Event of Absence

Please refer to our separate **Remote Learning Policy**, which encompasses the following scenarios:

- Partial, temporary or long-term closures
- Short term absence
- Extended authorised and unauthorised absence

12. Marking and Feedback (Feedback for Learning)

Our aim is to ensure that children are provided with timely and purposeful feedback that furthers their learning, so that teachers can gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons. The sole focus of feedback (verbal or written) should be to further children’s learning and progress. It should enable children to become independent, resilient and reflective learners, who are aware of their own strengths and next steps for learning. As a result, all feedback becomes **meaningful, manageable and motivating**.

Feedback is a part of the school’s wider assessment processes which aim to provide ambitious learning to pupils in lessons, allowing them to make good progress.

12.1 The role of the teacher is to ensure where possible:

- **Live feedback** will be delivered *closest to the point of learning* as this is most effective to correct misconceptions and misunderstandings in the moment of learning
- **Feedback delivered at distance** from the point of learning also provides invaluable feedback in terms of identifying repeated misconceptions and providing consolidation and practice

The following expectations are for all subject areas:

12.2 All pupils’ work should be reviewed by teachers to inform the subsequent lesson so that feedback is used impactfully to shape future learning. This process is often supported by pupils’ own evaluation of their learning (particularly KS2).

- **Written responses by staff** will be completed in **green pen**. These will only be used where teachers’ professional judgement feels that it will have a positive impact on the child’s learning
- **Highlighter marking** will be used to identify evidence of children showing understanding (**green** highlighter) or an area for development (**orange** highlighter) as a strategy for recorded feedback.

Due to the requirement for independent work for moderation, Year 6 have adapted expectations:

- Autumn 1 - as above
- Autumn 2 - Year 6 teachers will put orange dots in margin to encourage pupils to independently identify and correct errors. Green highlighting to be used for independent work only. Teachers will also use conferencing for independent work. Non-independent work will be marked as normal.
- From Spring 1 onwards - no teacher marking in books for independent pieces. Non-independent work will be marked as in Autumn 2 with orange dots in margin to encourage pupils to independently identify and correct errors.

Year 6 teachers are also trialling the use of AI to provide summative feedback on extended writing. AI will not be replacing teacher input or ongoing assessment but will provide an overview of the skills met/not met for the class, which teachers will use to inform future planning. It may also provide personalised skills practice for individual children based on areas identified in the marking.

- **Stampers** are used by the teacher in maths, science and foundation subjects as appropriate (in KS2) to provide visual feedback to the pupil (of their independent work in lessons)
- **Spellings** – spelling errors should be identified as appropriate (for age or ability) and corrected. Pupils are expected to spell accurately words aligned to their spelling ability and words that have been explicitly signposted in the lesson. Pupils should write out these errors (in **blue pen**) at the bottom of the page in order to overlearn these spellings
- **Maths** – KS2 pupils from spring term of Year 3 can self-mark simple arithmetic (right or wrong) questions (in **blue pen**). If these are marked as ‘wrong’ - the teacher then needs to promptly follow up pupil misconceptions in understanding and this should be evident in pupils’ books. Reasoning questions should be marked by the teacher
- **Handwriting and presentation** - standards should be modelled by staff, monitored, and addressed where necessary. This includes number formation and reversal of digits in maths and incorrect orientation and formation of letters. Follow up should be evident in pupils’ books where pupils are expected to practise correct formation/orientation at the bottom of the page (in **blue pen**)
- **Punctuation and grammar** - basic punctuation and grammar errors (age appropriate) will be identified and pupils will be supported to correct errors
- **Supported Learning** – this will be demarcated with an © to indicate a member staff has supported the pupil with learning. A capital ‘I’ as shown in this symbol; ① denotes that the pupil has worked independently for part of the learning and is reserved for pupils with additional needs who predominantly work with an adult

12.3 Effective assessment of learning - using the approaches described above - should show whether the learning sequence requires further consolidation and/or adaptation or will indicate that the pupil is ready to move on to their next step in learning.

This **accurate assessment of learning** by the teacher will be evident in subsequent work in pupils' books.

12.4 Expectations for Supply Teachers and Internal Cover

Where possible, it is desirable that adults covering classes provide '*Live Marking*' as is the practice when the Class Teacher is responsible.

- Short term supply teachers are not expected to follow this Teaching and Learning Policy but should write '**Supply**' on all work taught
- Teaching Assistants covering classes at short notice, will not be expected to provide '*Distant Marking*' following the lesson

13. Assessment, Recording and Reporting

We will track pupils' progress using a combination of formative and summative assessment.

Formative assessment is completed during and after every lesson and is used to ensure that lessons meet the needs of individual pupils. Formative assessment may take many forms and teachers can use their own methods to record this information as they require; the school does not insist that this information is recorded in a specific format.

13.1 Formative assessment can be in the following forms (although this list is not exhaustive):

- Hinge questions – where the children are asked a carefully chosen question, often in the form of a multiple-choice question – which allows the teacher to quickly assess whether they are ready to complete the planned work or whether there are misconceptions which need to be addressed
- Use of whiteboards where a question is posed and children respond and share their response
- Cold calling to ascertain whether a pupil understands
- Individual adult marking during the lesson, when individualised feedback will be provided immediately to the child/children
- Peer / self-marking of work during a lesson to allow a child to immediately understand what they have got right and what they still need to work on
- Individual marking / assessment of books after the lesson to determine a child's understanding of the key concepts covered in the lesson and their next steps
- Gap analysis of regular tests and activities. This is particularly used in KS2 mathematics, where children complete a fortnightly arithmetic test, which follows a set format, and in KS1 phonics, where children are assessed against national RWI assessment materials

Although formative assessment does not need to be formally recorded, it is a school expectation that this is consistently completed and used to reshape future teaching.

13.2 Summative Assessment for Year 1 to Year 6, occurs termly and is recorded on Arbor (the school's Management Information System - *MIS*).

In the autumn and spring terms, this is completed during school assessment weeks, which take place in the weeks either side of the half term. In the summer term, this information is collected at different points, depending on the year group and aligned with national assessment dates.

Reception complete Baseline Assessments in September and then make summative judgements in the Spring and Summer terms of the same academic year.

13.3 Triangulation of Data

Summative assessments are based on triangulated data, which is collected during the assessment weeks. Children complete:

- Termly nationally standardised tests – or past SATS tests for Year 6
- Hodder Education NTS papers - in reading from Year 2 and in maths from Year 1. The raw scores are entered onto Arbor

Teachers also collect and record the following data, which is then used to support teacher assessment judgements:

- Year 1 – RWI level, common exception words known, Phonics mock/test mark
- Year 2 – RWI level, reading fluency speed, number challenge
- Year 3 – Reading fluency speed
- Year 4 – 6 – Reading fluency speed, arithmetic test mark, TTR Soundcheck score

In addition, the school completes all of the national statutory tests:

- EYFS profile at the end of Year R
- Year 1 Phonics Test
- Year 2 Phonics retake
- Year 4 Multiplication Tables Check
- KS2 SATS (reading, writing, maths, GPS and science)

The school chooses to complete the optional KS1 SATS papers, in line with the rest of The Collegiate Trust.

All data recorded on Arbor is rigorously analysed by the school's Assessment Lead and discussed at termly progress meetings between year group teachers and the senior leadership team. This information is then used to inform interventions – both academic and pastoral.

Parents are kept informed of their children's progress through termly verbal and written reports.

Parents' evenings are held in the Autumn and Spring terms, after the term's data drops, and all parents/carers and children are strongly encouraged to attend. In addition, each parent receives a written report, produced and sent home via Arbor, following these meetings. Autumn parents' meetings are held in school and Spring parents' evenings are held online. Parents/carers also get a full written report in the Summer Term, which includes the results of any statutory assessments their child has taken, as well as information on their attainment across the full range of subjects studied.

Following these reports, parents/carers are given a final opportunity to discuss their child's attainment and progress in a parent drop-in session in the last week of term.

14. Interventions

Following data submission and progress meetings, year groups meet to plan intervention groups for the following term, using their most recent data. Almost all interventions are led by teaching assistants, who have been trained in the relevant intervention, and they follow guidance from the Education Endowment Policy as follows:

- Interventions are on a one-to-one basis or in small groups of 3-4 children, although this can occasionally be increased to a maximum of 6 children
- Intervention sessions are short – no more than 30 minutes – and take place several times a week
- Interventions focus on reading and maths and the following interventions are in place currently across the school; Plus 1, Power of 2, Fast Track Tutoring, Precision Teaching, Fresh Start, Toe-by-Toe, Reading Comprehension – 60 Second Reads and arithmetic groups using targeted gap analysis

The Assessment Leader monitors interventions across the school, ensuring that all eligible children are able to access the most appropriate interventions, and evaluating impact.

14.1 PACE (Personalised, Adapted, Core English)

A bespoke English curriculum has been created to meet the specific needs of pupils in Year 6 working significantly below age-related expectations due to Special Educational Needs and/or limited English.

Gossops Green Primary School is an accredited assessment centre for AQA (Assessment and Qualifications Alliance) and designated pupils in PACE group participate in the personalised Unit Award Scheme.

15. Monitoring and Evaluation

Teaching and Learning is monitored regularly to embed consistency of practice, the quality of the taught curriculum, and engagement of learners to ensure pupils make the best possible progress from their starting points.

Senior Leaders and Subject Leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Termly pupil progress meetings
- Opportunities to lead Professional Development of staff
- Reviewing effectiveness of marking and feedback
- Gathering feedback from pupil voice
- Work scrutinies
- Dedicated Professional Development time – reviewing Teaching and Learning
- Annual Academy review of Teaching and Learning – Performance and Quality Report (PQR)
- Benchmarking regularly with locality partner schools
- Implementing and evaluating the impact of action research aligned to performance development

16. Links with Other Policies

This policy links with the following policies and procedures, which can be found at: [Policies | Gossops Green Primary School](#)

- Behaviour Policy
- EYFS Policy
- SEND Policy
- Remote Learning Policy

Appendix 1 - Handwriting Guidance

The school aims to encourage the progression and development of each learner's handwriting throughout the school into a fluent, legible and individual style that can be adapted for a range of purposes and will support their spelling and composition.

Early Years Foundation Stage (EYFS)

Learners in the Early Years Foundation Stage are involved in a variety of activities to develop their physical development of both gross and fine motor skills. They are taught how to form individual letters accurately in line with the agreed letter formation of the Read Write Inc. Programme, alongside the teaching of phonics, using a variety of strategies. Learners are able to practise letter formation using a variety of media such as pencil, pens, chalk, paint, tracing in sand and shaving foam, etc.

Letters are taught in the order that children learn to **read** them, not in alphabetical order. Letter formation is taught by connecting the letters children read with the shape they write, i.e. *'Round the apple, down the leaf.'*



Key Stage 1 (KS1)

In KS1, there are short and discrete handwriting sessions. In Year 1, the focus is to reinforce letter formation from EYFS whilst ensuring learners:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
- begin to form lower-case letters of the correct size relative to one another

Pupils in Year 1 will follow the RWI Letter Village scheme learning letters with similar shapes in the following order:

Welcome back to Letter Village. At Stage 2, children learn a writing style like this.

a d g o c q

u y

b p

h n m r

e s f i

l t k j

v w x z

Letters will not contain loops.



In Year 2, the focus is to reinforce letter formation from Year 1, but with the addition learning how to:

- confidently form lower-case letters of the correct **size** relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- write capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Year 2 will follow Stage 3 of RWI Letter Village to start joining letters.

Year 3 onwards will follow Stage 4 where they will join whole words.

This is a new programme from RWI providers which links effectively to the phonics programme.



Key Stage 2 (KS2)

Across KS2, children are expected to use the cursive script. Discrete, regular handwriting sessions are supported through independent handwriting activities linked to phonics and spelling. Extra intervention is offered to children who need further handwriting support.

In Year 3 and 4, learners should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)


In Year 5 and 6, learners should be taught to write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether to join specific letters or not (e.g. when writing labels, data, filling in a form)
- choosing the writing implement that is best suited for a task

A range of support and strategies can be used as appropriate to the individual pupil such as RWI Letter Village, bubble writing, highlighting lines, handwriting paper etc.

Appendix 2 – ‘Check, Adapt’ resource from EEF

[Checking for understanding that leads to action: adaptive... | EEF](#)






Teacher feedback to improve pupil learning

Check. Adapt


Select from a menu of approaches to move learning forward, responding to pupils' understanding.

Check
understanding of
all learners


-  Most misunderstand, so **pause and fix**
-  Some are unsure, so **adapt support**
-  Most understand, so **extend and support**

Adapt
to move learning forward

<p>Re-teach (not repeat)</p> <ul style="list-style-type: none"> Explain differently Use new examples or analogies Model the task or your thinking step by step 	<p>Address misconceptions</p> <ul style="list-style-type: none"> Ask diagnostic questions Compare or vote on answers Ask pupils to explain their thinking 	<p>Give immediate feedback</p> <ul style="list-style-type: none"> Feedback to individuals or groups, verbal or written Use prompts or cues Give time to improve
<p>Add or remove scaffolding</p> <ul style="list-style-type: none"> Give verbal, visual or written help Share a checklist or template Show an example or model 	<p>Support understanding</p> <ul style="list-style-type: none"> Link to prior knowledge Use text or images to help memory Connect to real life examples 	<p>Adjust task or challenge</p> <ul style="list-style-type: none"> Clarify or chunk challenge Set one short, clear goal Guide or model steps to follow
<p>Extend understanding</p> <ul style="list-style-type: none"> Ask for reasoning or explanation Use peer teaching Build links across topics 	<p>Use flexible groupings</p> <ul style="list-style-type: none"> Group pupils by skill or understanding Pair pupils for peer support Use targeted teaching assistant support 	<p>Adapting future lessons</p> <ul style="list-style-type: none"> Anticipate pupils' needs Pre-teach key concepts Plan for gaps or misconceptions



Scan to access our guidance on giving effective feedback






Teacher feedback to improve pupil learning

Check. Adapt


Use this editable template to note down suitable approaches.

Check
understanding of
all learners

-  Most misunderstand, so **pause and fix**
-  Some are unsure, so **adapt support**
-  Most understand, so **extend and support**

Adapt
to move learning forward

<p>How will I re-teach this differently?</p>	<p>What misconceptions need fixing?</p>	<p>What will I check before moving on?</p>
<p>What scaffold or prompt will help?</p>	<p>How will I support and build understanding?</p>	<p>How will I check it's worked?</p>
<p>How will I extend learning?</p>	<p>How will I support others?</p>	<p>How will I recognise and celebrate secure understanding?</p>



Scan to access our guidance on giving effective feedback