

Teaching and Learning Policy

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Responsibility for this policy lies with (Headteacher, Full Governing Body, Community and Premises, Curriculum or Finance & Staffing Committee)	Headteacher
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Our Aims

We recognise that any attempts to further raise standards at Edward Pauling Primary School must be focused upon the quality of teaching and learning in the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of achievement for all pupils. The aim of this document is to help the teachers in the school become the most effective practitioners they can be by using principles established from evidence based best practice research, cognitive science and experience.

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

- to ensure consistency of teaching and learning in each classroom and enable teachers to teach as effectively as possible
- to create effective learning environments to support and facilitate children's learning
- to give children the skills they require to become effective lifelong learners
- to learn from each other, through the establishment of an enquiry based approach to teaching and learning and a culture where opportunities for sharing good practice are in place
- achieve deep understanding, by helping children connect new knowledge with existing knowledge
- deliver academic excellence and secure knowledge into long-term memory through developing secure schemas with connected networks of ideas
- enable children to become confident and interested learners, actively engaged in their own learning
- develop our core learning behaviours: enquiry, motivation and resilience

Teaching and Learning Strategies

At Edward Pauling Primary School we have spent time researching the Rosenshine principles and reflected on how these support our planning so that all learners are supported and reach their potential. We have adapted our planning proforma to ensure these elements are reflected in our planning documents. Teachers are clear that their role is to teach in a precise way which makes it possible for all children to engage successfully with tasks at the expected level of challenge. At Edward Pauling, we strive to have the following elements in all of our lessons:

1. A daily review of previous learning using retrieval practice strategies.
2. New material presented in small steps, with teachers ensuring that each step is mastered before moving on.
3. Teachers asking a variety of open questions, and using a range of questioning techniques, to establish children's understanding.
4. Teachers model clearly, using equipment, visual and/or other aids to show children how to solve problems.
5. Time for children to do guided practice.
6. Teachers check all children's understanding in a variety of ways.
7. Children have a high rate of success, with enough mistakes to show that they are being challenged.
8. Scaffolds are provided for all.
9. Children are given opportunities to practice independently.
10. There are regular reviews of learning.
11. High expectations of oracy. Children are expected to answer in full sentences.

These classroom practices are captured through our 'Core 10' principles of practice which can be found in the appendix. They underpin all elements of our classroom practice to ensure consistency in teaching and learning approaches across the school.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



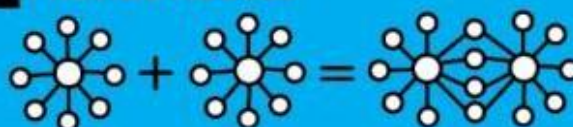
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

A Detailed Guide to our Lesson Structure

All lessons in our school should follow a basic structure made up of four key phases:

- **Phase One:** Set the scene, place learning in a wider context, review and retrieve prior learning; review previous lesson; share intended learning outcomes.
- **Phase Two:** Explaining and introducing new learning in small chunks and providing rehearsal time for pupils.
- **Phase Three:** Time for pupils to complete guided or independent practice.
- **Phase Four:** Review learning and plan next steps.

Precise interpretation of the four phase structure will inevitably be very different in different situations. Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact. Teachers may well scroll through the phase more than once during the lesson. The phases are not always sequential. Review, for example, is not confined to the end of the lessons.

Phase One – Review and Retrieve Prior Learning



Rosenshine's evidence shows that lessons should include some recall of previous learning – not just of recently learned information, but also of information that was learned much earlier. This helps to build and strengthen the schema of knowledge in the child's mind, enabling new information to be understood, stick more easily and for longer. For knowledge to be used and applied in the long term memory, knowledge needs to be retrieved. It is vital that children are asked to search their memory for prior learning and then apply this knowledge in their learning.

At Edward Pauling, we ensure we plan for lots of low stakes retrieval practice. This does not have to be all and only quizzes. Other strategies encouraged are: Cops and Robbers, Retrieval tennis, Retrieval rockets, Retrieval relays or use retrieval challenge grids structured talk happening.

Low Stake Retrieval Practice Strategies used at Edward Pauling Primary School		
Cops and Robbers Cops – Students write as much as they can from memory about a certain topic. Robbers – Students get out of their seats, sharing and stealing ideas from their peers.	Retrieval Practice Placement Key questions such as: <i>What keywords did you use last lesson?</i> State 3 facts from last lesson Explain a key concept from last lessons Ask your partner 3 questions based on...	Retrieval Tennis Pairs take turns to recall facts/information that is relevant to the topic. They can not repeat themselves or say something that their partner has already said.
Retrieval Relay Race 4 box grid. Box 1 – Write as much as you can remember about our topic. Box 2 – A peer writes what they can recall. Repeat for boxes 3 and 4 but no one is allowed to repeat what has already been written.	Retrieval Rockets Countdown 5 to 1 to launch the rocket. At each of the 5 steps, pupils must recall a fact.	Retrieval Baskets Through the lesson, write questions based on the content of the lesson and store in a basket. These questions then get asked in future lessons via cold calling techniques.



Providing Pupils with New Information or Skills

This is the teaching phase. Although it is our intention for pupils to understand the information as they encounter it, the emphasis within this phase is upon providing new content in small chunks. The quality of the input at this stage will clearly have a large bearing upon the extent to which the children understand information that they are given. We aim to achieve this through teaching skills in sequential parts with regular opportunities for children to rehearse and discuss their learning (Core 10 – Sequencing). At Edward Pauling Primary we use a range of techniques to try to ensure that the input is of high quality on a daily basis.

High-leverage teaching techniques:

Pre-teach some Key Vocabulary (Core 10 – Vocabulary)

We recognise that children need to be secure in their understanding of key vocabulary in lessons before we expose them to the vocabulary in texts.

We provided opportunities through teaching for children to practise saying the words, in different contexts, before we expose them to the vocabulary in wider reading. Through fast-paced questioning, we check that all pupils are really secure in these words so that they will recognise the word quickly and interpret the sentences within texts more easily.

Pupils need to hear you say the words. (Core 10 – Oracy)

We recognise that it's important to pronounce new words clearly and carefully, ensuring all pupils are listening. We ensure that through teaching, we say them in different contexts – not just with definitions but in varied sentences which model their flexible and interesting use.

If a tricky word has many syllables, we sound each syllable out in their choral response, until they get faster with saying it accurately and until they enjoy saying it accurately.

Pupils need to hear themselves say the words (choral response). (Core 10 – Oracy and vocabulary)

When pre-teaching some selected vocabulary before pupils encounter it in text, we understand the importance of providing opportunities for all pupils to say it together, several times, in differing contexts. This is fun, powerfully inclusive, and keeps the lesson pacy.

We aim to get **all** pupils to say it together, **several times**, in differing contexts.

Questioning (including checking for understanding) (Core 10 – Cold calling)



Effective Questioning and Classroom Talk is essential to develop learning and higher order thinking, promoting imagination, speculation, creative thinking and to pitch a suitable challenge level. This is where the quality of questioning is paramount. Questions can highlight misconceptions and challenge children to think deeper. The greatest value of questioning is that they force children to practise retrieval; this strengthens and deepens memory hence the importance of high quality questioning. Although we encourage questions to be planned, we also encourage questioning to be responsive to what is happening in the lesson.

At Edward Pauling Primary, we ensure talk time is given to children to allow them to talk to other children and adults. We use **talk partners** to promote talk in all classrooms. **Wait times** are given to allow children to pause and review to enable the children to process the information. We have invested time in staff training to support effective questioning in the classroom as well as a graduated approach to high quality questioning and we encourage higher order questions to encourage deeper investigation of concepts.

Effective Questioning Techniques used at Edward Pauling Primary School	
Cold call	No hands up or calling out. Asking everyone – select who answers.
No opt out	If students get an answer wrong or don't know, go back to them to check that they Now.
Check for understanding	Ask selection of students to relay back what they have understood about the question under discussion.
Probing questioning	Make each question and answer exchange a mini dialogue, probing to explore student's understanding.
Say it again better	Accept students' first half-formed responses but then help them to reframe a better more complete response.
Choral response	Use techniques like mini whiteboards to provide simultaneous responses from a whole class.

Monitoring levels of understanding (Core 10 – Keeping on task)

We recognise the importance of ensuring that levels of understanding of taught concepts are secure before learning is moved on in lessons. To achieve this teachers ask carefully crafted questions, using a range of techniques as seen in appendix 3, and carefully monitor pupils responses to questions and tasks. Teachers give careful consideration towards the deployment of adults in the room and how this supports the ongoing assessment process.

Once misconceptions and gaps in learning have been identified within or after lessons we aim to maximise the impact of additional adults in the school.

- Teaching Assistants are utilised to support the marking process to enable pupils to complete pinpoints
- Teaching Assistants deliver pre teaching and corrective teaching tasks with pivotal pupils as directed by class teachers.
- Teaching Assistants are deployed to work with specific pupils during lessons, both within and outside the classroom to consolidate and extend children's learning.

Provide Models and Scaffolds (Core 10 – Explicit modelling)

Rosenshine found that successful teachers spent longer guiding children's practice through explanations and modelling than less effective teachers. After children have been exposed to high- quality explanations and models, they can begin to be involved in the knowledge recall or procedural process. This is where children begin to take ownership over parts of the task with the support of the teacher as a scaffold or guide.

At Edward Pauling Primary, we understand the importance of providing all children with scaffolds despite their level of ability to help guide their responses or help them recall information. This could be in the form of a help-sheet, sentence starters, word mats, writing frames or physical resources. We have high expectations and with these scaffolds and expect all children to take part in the learning.

The input phase is punctuated through clear modelling of whatever it is that we want the children to be able to do. Opportunities for modelling key learning points are carefully considered in every lesson and clearly outlined within lesson planning. Through ensuring periods of input are followed by rehearsal activities, teachers ensure that children are given opportunities to apply and deepen their understanding before the lesson moves on. For example, a teacher might be modelling how to use embedded clauses within sentences. They might ask the children to work with a partner to construct a sentence together on a whiteboard before continuing with further instruction.

Phase Three - Time for Pupils to Complete Guided or Independent Practice



Guided Practice

More effective teaching occurs when you give more time for guided practice, this is directly linked to children spending more time asking questions, more time checking for understanding and using more worked examples. The idea is that if learners are going to be successful in becoming confident and independent within a certain knowledge area, the teacher needs to make sure they are forming strong schema early on. Therefore, at Edward Pauling, we ensure learners spend additional time rephrasing, elaborating and summarizing new material in order to store material in the long term memory. All children need to practice, however, practice must be guided so that the chance of forming misconceptions is minimised. If children have any misconceptions, then these misconceptions are unpicked, and retaught where appropriate.

At Edward Pauling, guided practice is where learning activities involve thorough explanations, high frequency, short answer questions or simple tasks where the teacher and learners are engaged interactively, with plenty of modelling, corrective or affirming feedback and aspects of re-teaching where gaps remain. An example of this would be the 'we do' part of a Maths lesson.

Within lessons and over a series of lessons within a teaching unit, children are given time to practice using new knowledge and skills. Rosenshine (2012) recognises independent practice as a vital part of learning because it provides pupils with the much-required opportunity to complete a procedure or activity over and over. He identifies 'overlearning' as necessary for pupils to become fluent or automatic in a skill. When children become automatic in a process or skill, they free up their working memory which can be used to apply their learning to new contexts. This is when pupils can consolidate their learning.

Independent Practice

At Edward Pauling, we consider the following when planning effective independent practice.

- Planning the right practice activity (during independent practice, pupils should work on the same material covered during guided practice to give them an opportunity to consolidate their learning)
- Providing further guides and scaffolds
- Using collaborative practice to best effect
- Gradually removing scaffolding

The more children practise the material, the stronger the retrieval strength becomes. Without enough independent practice, children will find it more challenging to recall information or procedures at a later stage as the retrieval strength of the new material won't be as strong. An example of this would be the 'you do' part of a Maths lesson.

Phase Four - Review Learning and Plan Next Steps

The emphasis in this phase is reviewing what has been learned and reflecting on how and why it has been learned. **Review is key to memory**, and we understand that it is important not just to confine it to the end of the lesson. At Edward Pauling Primary we recognise that good teaching requires teachers to constantly refer back to the Learning Objective throughout the lesson and reinforce prior learning. This is a very important aspect of the lesson and the learning process in general as large amounts of information can be forgotten quickly by children.

We recognise that when teachers summarise what has been learned, the effect on children's memories can be restricted. However, when the children are involved in identifying what they have learned in the lesson, their memories will be significantly boosted.

Effective Delivery of Teaching and Learning Model

All lessons across Edward Pauling Primary should include the following key elements to ensure the effective delivery of the Teaching and Learning model.

All lessons are.... built upon planning which has clear learning outcomes

- Planned units of work centre around identified learning outcomes which are recovered regularly throughout the year
- Intended learning outcomes create the right level of challenge and are built upon prior learning
- All learning outcomes are written up and shared orally in child friendly language

All lessons have.... well planned success criteria (Core 10 – Keeping on task)

- All children are clear about how they will achieve the intended learning outcome through clear modelling and discussions of strategies
- Teachers ensure that the success criteria outlined are revisited regularly throughout the lesson
- Teachers may refer to individual children's work during lessons to illustrate examples of good practice and successful use of success criteria
- In literacy children have personalised targets linked to year group key objectives

All lessons are Clearly designed to meet the needs of different groups of learners

All groups of learners are challenged appropriately in lessons, including the needs of pupils with SEND. More information can be found in the SEND policy. This is achieved through the use of scaffolded questioning, and planned tasks which support different depths of learning. Intended learning outcomes are the same for all children. This is to ensure that all our pupils are able to access the same learning.

It is the responsibility of the class teacher to scaffold tasks through the use of questioning, resources and levels of support

All lessons are Underpinned by providing opportunities to develop and strengthen children's oracy. (Core 10 – Oracy and vocabulary)

- Through the use of Talk Partners, pupils are provided with regular opportunities to think and share ideas together to develop their learning
- Children are expected to answer in full sentences when responding to questions
- Children are encouraged to draw upon key vocabulary in every lesson

All pupils receive regular and clear feedback which enhances their learning

- The school's policy for providing feedback and responding to children's work is embedded in everyday practice and is used to support and inform teaching and learning
- All pupils are clear about what they need to do in order to improve their work
- Marking is sharply focused against the intended learning outcome and identifies next step prompts
- Pupils are given regular time to respond to marking prompts and this is built into lesson planning and facilitated through adult support
- Live marking – The use of live marking in lessons ensures that misconceptions or observations and assessments are quickly addressed either on the same day or the next morning via post teaching interventions

Learning is enhanced through the use of consistent behaviour and classroom management approaches

Positive behaviour management systems are designed to minimise the time spent on behaviour management and maximise the time spent on learning. All our staff must consistently apply the same approaches which are clearly outlined in our Relationship Policy. These approaches are underpinned by our expectations: To be a good Friend, To be Ready and To know the Adults are in Charge.

All pupils are actively engaged in their learning (Core 10 – Keeping on task)

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods
- Mini whiteboards are used for short bursts of activity, to develop and check for understanding and to ensure children are active and engaged during the lesson

Classroom Environments

The surroundings in which children learn can greatly influence their academic performance and wellbeing in our school. The better the school looks, the more it inspires the people inside it. A well cared for and organised classroom and school can make pupils feel that they want to achieve and how they themselves are perceived is important.

At Edward Pauling Primary we believe that classrooms should be calm, well organised learning spaces. Pupils need to know how to access resources and respect the classroom environment. To ensure a sense of consistency across the school the following points below need to be taken on board in each classroom.

- Our core expectations- To be a friend, To be ready and To Know the Adults are in Charge are displayed in all learning environments
- A English working wall that reflects current learning and includes high level vocabulary, boxed up sentence types that highlight correct use of grammar and modelled writing and/or shared writes to enable children to magpie ideas and scaffold learning
- A Read Write Inc sound chart
- A maths working wall that reflects current learning and key facts required to reduce cognitive overload
- Classrooms are tidy, labelled and organised. Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn
- Pupils are taught to respect equipment and resources

All marking should be meaningful, manageable and motivating” as set out by the DfE’s Workload Review Group. The Review Group found that marking, particularly providing extensive written feedback, had evolved into an unhelpful burden for teachers when the time it takes is not repaid in positive impact on pupil’s progress.

Ofsted does not expect to see a particular frequency or quantity of work in pupils’ book or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback and recognises that any policy may cater for different subjects and different age groups in different ways to be effective and efficient in promoting learning.

While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.

Definition of Feedback

Feedback is a process in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies.

Feedback should empower children to take responsibility for improving their work; it should not take away from this responsibility by adults doing the hard thinking for the pupil. Feedback is a part of the school’s wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Feedback can take the form of spoken or written marking, peer-marking and self-assessment. At Edward Pauling, we recognise that verbal feedback can be just as valid as written feedback and the school will not necessarily put greater emphasis on written feedback. The quantity of feedback should not be confused with the quality.

Feedback and marking should:

- Focus solely on furthering children’s learning and driving pupil progress; it should improve the learner, not just a piece of work.
- Be manageable for teachers and accessible to pupils and relate to the learning intention.
- Give recognition and praise for achievement.
- Give clear strategies for improvement which result in better pupil achievement.
- Allow specific time for pupils to read, reflect and respond to feedback and marking.
- Be incidental to the process; Edward Pauling Primary School will not provide additional evidence for external verification.

Our Aims:

- To provide a consistent stance on feedback throughout the school, so that pupils have a clear understanding of their teachers’ expectations of them, enabling them to identify strengths and information on how to improve their performance.
- To use marking as a tool for ongoing formative assessment, ensuring children are effectively challenged and that progress is evident through a dialogue which supports progression.
- To develop positive attitudes to learning and achievement.
- To inform the teacher of children’s progress and needs for future planning.
- To support the balance of teacher workload.

Principles of effective feedback

The DfE set up a Marking Policy Review Group in their guidance report - 'Teacher Feedback to Improve Pupil Learning', the Education Endowment Foundation provides a summary of recommendations for effective feedback. Effective feedback should move learning forward, targeting either the task, the subject or self-regulation strategies. Feedback may be delivered either verbally or in written form. Crucially, children need to be given opportunities to act on the feedback they have been given.

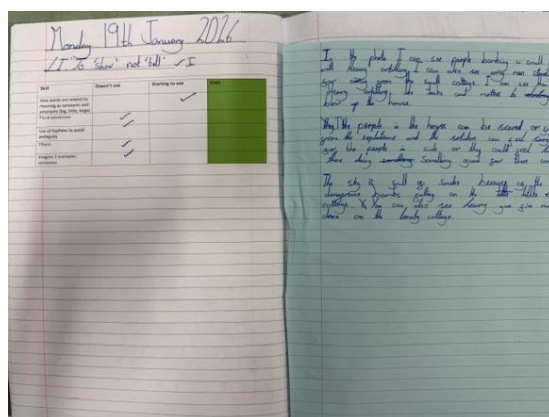
1	Lay the foundations for effective feedback	Before providing feedback, teachers should provide high quality instruction . This includes setting clear learning intentions and using formative assessment to assess learning gaps. High quality initial instruction will reduce the work that feedback needs to do.
2	Deliver appropriately timed feedback that focuses on moving learning forward	There is not one clear answer for when feedback should be provided. Teachers should use their professional judgement to decide whether more immediate or delayed feedback is required. Feedback should focus on moving the learning forward. High quality feedback may focus on: ▪ The task (feedback focused on improving a specific piece of work or task) e.g. <i>'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'</i> ▪ The subject (feedback targets the underlying processes in a task, which are used across a subject. The feedback can be applied in other subject tasks) e.g. <i>'Let's look at how you are writing your d's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape.'</i> ▪ Self-regulation strategies (feedback is usually provided as prompts and cues and aims to improve the learner's ability to plan, monitor and evaluate their own learning) e.g., <i>'Look at our display of strategies that we've used to solve problems we've tackled in the past. I think one of those could help you solve this problem.'</i> Feedback that focuses on a learner's personal characteristics e.g. 'This is ok, but you can do better!' or that offers vague remarks e.g 'Be clearer' is likely to be less effective and should be avoided.
3	Plan for how pupils will receive and use feedback	Careful thought should be given to how children receive feedback. Children's motivation, self-confidence, their trust in the teacher and their capacity to receive information can impact the effectiveness of feedback. Teachers should implement strategies that encourage pupils to welcome feedback. They should also provide opportunities for pupils to use and respond to feedback. ▪ Discuss the purpose of feedback. Discuss with the class why feedback is important. The key is to emphasise that feedback is provided not to be critical but because the teacher has high standards and believes the pupils can meet them (mindset) ▪ Model the use of feedback. Children may be more likely to welcome and use feedback if this is modelled to them by their peers. For example, could whole-class discussions focus on a learner who has improved their work as a result of acting on feedback? ▪ Provide clear, concise, and focused feedback. Sometimes less is more. Teachers should avoid feedback that 'overloads' pupils. ▪ Ensure the pupils understand the feedback given. This includes teacher handwriting being clear enough for pupils to read.

4	Carefully consider how to use purposeful, and time-efficient, written feedback.	Written methods of feedback, including written comments, marks and scores, can improve pupil attainment; however, the effects of written feedback can vary. The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the recommendations 1 – 3 are followed. Written feedback can be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, or self-regulation, and is then used by pupils. Some forms of written feedback have also been associated with a significant cost to teacher workload. This should be monitored by teachers and senior leaders. School leaders should consider what other tasks a teacher may have to sacrifice to provide feedback. Is the cost to other areas, for example, reducing time available for planning high quality instruction, worth the time spent on written feedback? <i>Strategies for written feedback are described later in this policy.</i>
5	Carefully consider how to use purposeful verbal feedback	Verbal methods of feedback can improve pupil attainment and may be more time-efficient compared to some forms of written feedback. Again, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring recommendations 1-3 are followed. <i>Strategies for verbal feedback are described later in this policy.</i>
6	Design a school feedback policy that prioritises and exemplifies the principles of effective feedback	Schools should design feedback policies which promote and exemplify principles of effective feedback. The policies should not over-specify features such as the frequency or method of feedback.

English Lessons:

Prior to the teacher marking any written work, it is important that children have been given the opportunity to 'find and fix' their own errors (spelling and punctuation) and to edit and re-draft their own work. Of course, the process of proof-reading and editing writing will need to be carefully modelled to children first.

From Year 3, teachers start units of work by Providing a cold task of key genres, reordered on blue paper. Before teaching, teachers compose a checklist of grammar, sentence types and a genre specific objective that will be taught throughout the unit.



Children will leave a space under the unit objective check list, to enable them to create a working wall space to build up a bank of key vocabulary or magpie sentences.

Refer to Appendix 5 for Feedback Key

Maths lessons:

- ✓ - indicates correct answer
- • - indicates an error and that pupil needs to go back and check
- Where misconceptions are evident, teachers may need to provide comments which provide a model or scaffold to support the child to arrive at the correct answer.
- Children should be provided with opportunities to respond to written feedback as soon as possible.
- Short verbal or written feedback comments could be provided to extend children further- for example: **‘Prove it’, ‘Explain how you know’, ‘Draw it’, ‘Show it in another way’**. These short extension comments could be provided during live feedback or as part of distance marking.

Feedback Strategies Used at Edward Pauling Primary School

Strategies	What this might look like
Live Feedback (includes ‘live marking’) <i>The next step is given ‘in the moment’</i>	Whilst children are working, the teacher circulates and provides feedback on their work by asking questions, giving hints or through modelling and scaffolding next steps. Pupils review and correct their work ‘in the moment’. Live feedback includes the teacher gathering and responding to feedback from verbal responses and mini whiteboards. It may involve individuals, small groups or the whole class and may take the form of further support, challenge, or a change of task. Improvements/corrections should be evident in the child’s work. ‘Live marking’ is where marking takes place during the lesson rather than after. It may be undertaken with individuals during class time (where the teacher ‘bounces’ around to different pupils) or it may take place through modelling to the whole class collectively using methods such as a visualiser, scanning work and displaying it on the interactive whiteboard. This may save teachers time, although they should ensure that the feedback given is thoughtful and purposeful and that pupils are provided with opportunities to use it. Since the teacher and pupil interact during live marking, it is more likely that the pupil is clear about exactly what the feedback means, which is sometimes not the case in distance marking. <i>Teachers and Learning Support Assistants may be involved in providing live feedback. Adults will model expected outcomes, EG: worked examples in maths or sentences containing expected outcomes in Writing lessons, using a purple pen and will mark children’s work WS- as per our feedback key.</i>
Summary Feedback • <i>Mini Plenaries</i> • <i>Hinge Point Questions</i>	Mini plenaries provide an opportunity to review learning and offer feedback during the lesson or task, rather than at the end where there is no time to edit mistakes and make improvements. For mid-lesson learning stops to be effective, the learning objective and success criteria must be clear and challenging yet achievable. <i>Teacher stops children periodically and reviews the success criteria, models or verbalises their thought processes and directs pupils to check their own work. Pupils may review their own work or that of a partner. They may check against a success criteria checklist. They then have the rest of the lesson to make changes or to ensure they have met the learning objective.</i>

Verbal Feedback	Is an integral aspect of effective instruction that can be delivered in a variety of different ways. It can be pre-planned and highly structured, such as whole class feedback (for example, addressing common misconceptions) or a structured one-to-one discussion (conferencing). It can also be instantaneous and spontaneous e.g. quick prompts such as ‘you need to add more detail to that answer’. It can be directed to an individual or a specific group with shared learning needs. It can accompany written feedback or it can stand alone. <i>Teachers and Learning Support Assistants may be involved in providing live feedback and will mark children’s work using the code VF- as per our feedback key.</i> Verbal feedback is not an ‘easy’ alternative to written feedback. While it may offer a time-efficient alternative to some forms of written feedback, careful thought and consideration is still required when delivering it. Teachers should aim to provide feedback which is motivational, yet related directly and specifically to the learning. Bland and unhelpful comments should be avoided. For example, instead of saying “Well done!”, we should say, “Well done! You are beginning to use capital letters correctly.”
Written Feedback / Distance Feedback	Takes place away from the point of teaching. Provides teachers with opportunities for assessment of understanding. Includes a balance of ‘light touch’ marking and deeper marking, which will provide more detailed feedback. Being mindful of workload, teachers are not expected to mark every single piece of work deeply. Instead, at the end of the day, teachers will look through each book, identifying common misconceptions and errors in basic skills. Teachers will always provide written feedback and next steps against children’s current writing targets to support learning. They will identify those who didn’t grasp the concept, those who showed good understanding, and those who did particularly well (these children may be used as models of success in the following lesson). As they look through the books, teachers may tick to acknowledge the work has been seen. This avoids the need for teachers to provide extensive written comments. Instead, the feedback is given as ‘whole class’ feedback (or small group/individual feedback) at the start of the next lesson. In this way, time that would be spent on marking each piece of work extensively is better used planning the next lesson. The following lesson may begin, as part of think back task, with the teacher sharing good examples from the lesson the day before, identifying common errors and addressing misconceptions. After this, children may then be given time to check their work from the previous session in response to the feedback. Deeper marking, through written comments should be used where meaningful guidance can be offered which has not been possible to provide during the lesson itself, typically this would be midway through the writing journey for a specific unit of work. Teacher’s will provide children with constructive feedback to move learning forward. To support the development of children’s writing, whilst teachers looking through children’s cold write (Appendix 6a) teachers make notes on key messages to support future planning. Teachers will also deep mark key pieces of writing and record on a teacher feedback sheet to feedback to children at the start of the next lesson (Appendix 6b). In the case of groups of children having common needs, it may be appropriate for teacher to adjust planning or grouping rather than providing a written comment in each individual book. Crucially, if written feedback has been given, children should be provided with the opportunity to respond to the feedback as soon as possible. This may be done through a ‘soft start’ to the day or at the start of the lesson. Teachers will provide written feedback on children’s hot writes celebrating what the child has achieved against individual writing targets or unit objectives as well as praising the child’s effort.

Teachers should use **green pen** when responding to children's work after the lesson. Children should respond to teacher feedback/make corrections using **red pen**.

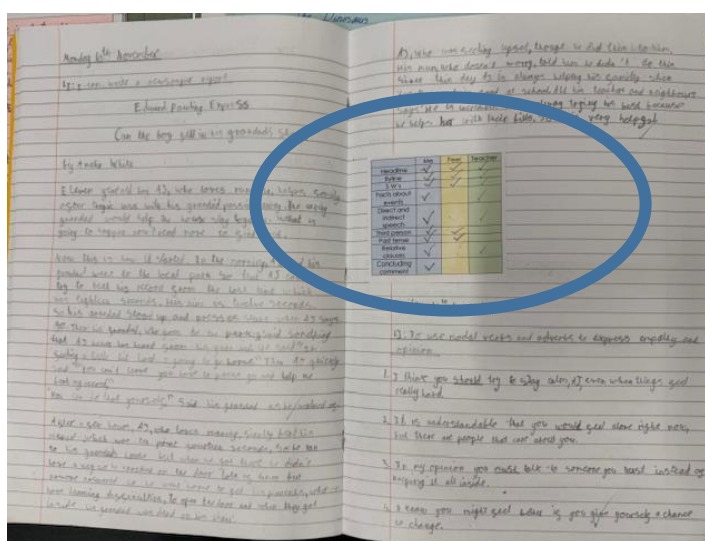
Self and Peer Assessment

Children should be involved in the assessment process. We expect children to take ownership of their learning and have opportunities to reflect on their success through peer and self-assessment.

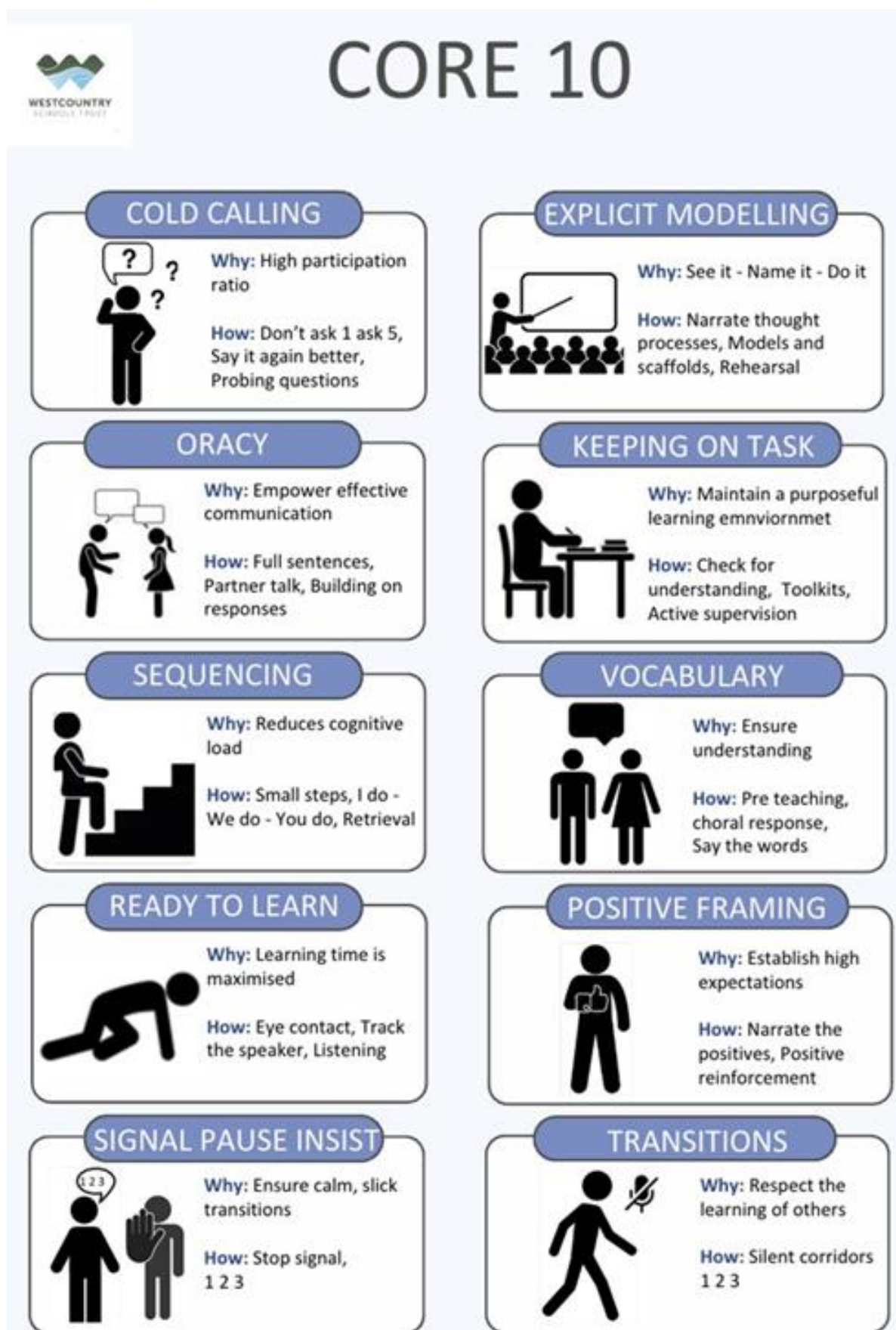
- Teachers will share learning intentions with children in all lessons.
- Teachers will clarify and share success criteria for children to self or peer assess against as appropriate (e.g. through modelling, checklists, exemplars etc). Where appropriate, children can be involved in co-creating the success criteria.
- Teachers should encourage children to see themselves as the 'first markers', and audience for their learning. **Children should be encouraged to spot their OWN mistakes and to check and improve their work individually or with the help of a peer before the work is responded to by a teacher.**
- Teachers must plan for feedback to take place and should include a range of assessment types including peer and self-assessment.

Enabling children to self- and peer-assess their own work supports a reduction in teacher workload. If children can identify and correct minor slips and errors in advance of the teacher marking their work, then teacher workload can be more tightly focused on how to improve their work, addressing misconceptions, and planning follow-on lessons.

Children can be encouraged to self/peer-mark their own work - for example, the answers to maths problems could be provided so that children can mark their own work within the lesson before progressing to the next task. In this way, children receive immediate feedback on how well they are doing.



Appendix 1 – Core 10 Principles of Practice at Edward Pauling



Appendix 2- Low Stake Retrieval Practice Strategies

Low Stake Retrieval Practice Strategies used at Edward Pauling Primary School		
Cops and Robbers Cops – Students write as much as they can from memory about a certain topic. Robbers – Students get out of their seats, sharing and stealing ideas from their peers.	Retrieval Practice Placement Key questions such as: <i>What keywords did you use last lesson?</i> State 3 facts from last lesson Explain a key concept from last lessons Ask your partner 3 questions based on...	Retrieval Tennis Pairs take turns to recall facts/information that is relevant to the topic. They can not repeat themselves or say something that their partner has already said.
Retrieval Relay Race 4 box grid. Box 1 – Write as much as you can remember about our topic. Box 2 – A peer writes what they can recall. Repeat for boxes 3 and 4 but no one is allowed to repeat what has already been written.	Retrieval Rockets Countdown 5 to 1 to launch the rocket. At each of the 5 steps, pupils must recall a fact.	Retrieval Baskets Through the lesson, write questions based on the content of the lesson and store in a basket. These questions then get asked in future lessons via cold calling techniques.

Appendix 3 - Questioning Techniques

Effective Questioning Techniques used at Edward Pauling Primary School	
Cold call	No hands up or calling out. Asking everyone – select who answers.
No opt out	If students get an answer wrong or don't know, go back to them to check that they Now.
Check for understanding	Ask selection of students to relay back what they have understood about the question under discussion.
Probing questioning	Make each question and answer exchange a mini dialogue, probing to explore student's understanding.
Say it again better	Accept students' first half-formed responses but then help them to reframe a better more complete response.
Choral response	Use techniques like mini whiteboards to provide simultaneous responses from a whole class.

Cold calling techniques	
Pre call	This is when you tell one or more students that you will ask them to respond after you've given an explanation, read a passage or watched a video. <i>Ok, John and Sabrina, after the video, I'd like you to summarise the key points for us.</i> This gives them that extra bit of notice to prepare. Other students know they too could be cold called afterwards but John and Sabrina get some prep time.
Batched cold call	When you tee up a number of students to answer in one go. Right, now I've explained my examples, I'd love to hear your versions. <i>I'll start with Michael, then Daisy, then Samuel. You then ask them one by one.</i> It gives Michael and especially Daisy and Samuel a heads up. They can get ready. Any sense of 'gotcha' is removed entirely.
Rehearse and affirm	This is where, first, you have given all students an opportunity to share their answers non-verbally through a means you can see such as whiteboards (Show me!); You select answers that are correct or interesting and then cold call the students to ask them to expand. <i>Robyn, what a great answer. Could you explain how you came to that conclusion? Jason, well done, B is the correct answer. How did you know that?</i> This technique has the effect of giving Robyn and Jason confidence in their understanding before they give their answer publicly. They already know they are right. It's a technique that is great for the less confident students; you build them up by asking them to explain their good ideas or correct answers you've already seen – rather than them feeling it's a risk offering answers at the point when they are still unsure.
Don't ask one, ask five	This is an important element of our retrieval practice. When checking particular pupils have understood and remembered a particular element concept, such as 'irrigate' or 'irrigation', we don't just choose one pupil to check to understanding. Adults will choose five in quick succession so that all pupils are doing the work of retrieval in their heads because they know they might be asked. We aim to take a sentence and keep rephrasing the question in different ways so pupils have to use the words in different combinations in a full sentence.

Appendix 4- Core lesson structure

Expected English Lesson Planning and Learning Sequence						
Lesson Segment	Think Back Task (Recap) Starter / Introduction (10 minutes)- I do	Modelling and Explanation (15 minutes)- I do/We do	Guided Practice (20 minutes)- We do- You do	Independent Writing (20-25 minutes)- You do- we do	Review and Feedback (10-15 minutes)	Plenary / Next Steps (5-10 minutes)
Purpose	Engage pupils and activate prior knowledge.	Demonstrate writing strategies and composition techniques.	Support pupils in applying strategies with scaffolding.	Enable pupils to write independently applying learned skills	Consolidate learning and improve writing quality.	Reflect on learning and set goals.
Activity Examples	- Discuss the writing purpose and audience. - Introduce the genre and key features. - Share a model text or example. - Introduce key vocabulary and sentence structures.	- Model planning (e.g., mind map, goal setting). - Demonstrate drafting with think-alouds. - Show revising and editing strategies. - Explain transcription skills (handwriting, spelling).	- Pupils plan or draught writing with teacher support. - Use writing frames, sentence starters, word banks as needed. - Collaborative writing or peer discussion to develop ideas.	- Pupils write their own texts. - Teacher provides targeted feedback and support.	- Share selected pupil work. - Provide constructive feedback. - Encourage self and peer assessment. - Highlight effective use of vocabulary, sentence structures, and writing strategies.	- Recap key learning points. - Discuss next steps for writing development. - Set individual or group writing targets.
Consider	Evidence in individual scripting book			Assessment: Use formative assessment to inform next lessons.		
		Resources: Model texts, writing frames, vocabulary lists, visual aids.		Differentiation: Adapt tasks and support based on pupils' capabilities		

Expected Maths Lesson Planning and Learning Sequence

Lesson Segment	<u>Think Back Task</u> (Recap) <u>Starter / Prior Knowledge</u> (5 minutes)	Input / Teaching New Content (15-20 minutes) <i>I do/We do</i>	Guided Practice (20 minutes)- <i>We do- You do</i>	Independent Practice (20-25 minutes)- You do- We do	Assessment and Feedback (Ongoing)	Plenary / Recap (10 minutes)
Purpose	Activate relevant prior knowledge and engage pupils.	Introduce and explain new mathematical concepts or skills.	Provide structured opportunities for pupils to practise new skills with support.	Allow pupils to apply learning independently and develop fluency.	Assess pupil understanding and inform next steps.	Consolidate learning and reflect on progress.
Activity Examples	• Quick recap or warm-up task linked to previous learning. • Use questioning to identify misconceptions or gaps. • Introduce key vocabulary and concepts for the lesson.	• Clear explanation using concrete, pictorial, and abstract representations (Variation). • Use worked examples and modelling to demonstrate methods. • Emphasise precise mathematical language and reasoning. • Highlight connections to prior learning and future content.	• Scaffolded tasks with varying levels of difficulty. • Encourage pupils to explain their thinking and reasoning. • Use questioning to probe understanding and address errors.	• Differentiated tasks including fluency, reasoning, and problem-solving questions. • Monitor progress and provide targeted feedback. • Encourage use of mathematical vocabulary in explanations.	• Use questioning, observations, and work review. • Provide timely, specific feedback to guide improvement. • Identify pupils needing additional support or challenge.	• Summarise key learning points and strategies. • Address common misconceptions. • Pose extension or reflective questions. • Reinforce vocabulary and concepts.
Consider	Outside of Maths Lesson	Resources: Manipulatives, visual aids, worked examples, vocabulary lists.		Assessment: Use formative assessment to inform next lessons.		
	• Flashback 4: Morning Work • Mental Maths (to contain KIRF focus)			Differentiation: Plan tasks and support to meet diverse learner needs.		

Feedback Key

	Next Step for Improvement	
	Correct	
	Incorrect	
	Spelling Mistake (Write out Spelling 3 times)	
	Punctuation Mistake (Comma, full stop, capital letter)	
	Missing Word	
	Leave a Space between Words	
	New paragraph or New Line	
	Write to the margin	
	Read your work again to check that it makes sense	

WS	WWS	VF	I
Completed With Support	Completed With Some Support	Verbal Feedback Given	Independent Work

How you Know You're Doing Well

		
Almost there!	You Did It!	You've gone Over and Above!

Teacher marking and feedback to be completed in a **purple** coloured pen during teaching and a **green** pen post lesson.

Children respond to marking or feedback using a **red** coloured pen.

Teachers may use stickers or Pride Points (PP) to praise effort/achievement.

As children prepare for independent writing, teachers will provide clear next steps for improvement and offer praise for both the effort shown and the outcomes achieved during independent writing sessions.

Cold write Observation		Date:
Learning Objective:		
Presentation	Basic Skills Error	
Misconceptions and Future Lesson Notes		

Writing Feedback

LO:

Date:

Individual comments and progress

[illegible]

Teaching Points:

Main Class Body:

- Misconceptions
- GPS

WTS/OOB:

- Misconceptions
- GPS

GDS:

- Misconceptions
- GPS

PPG children:

Data driven target children:

Praise:

Presentation:

Unfinished/absent:

Appendix 7- Lesson Observation and Feedback Sheet

Teacher		Date	
Observer			
Lesson Objective			

Challenge	Needs Development ● ● Major Strength
Engagement	Needs Development ● ● Major Strength
Questioning	Needs Development ● ● Major Strength
Learning	Needs Development ● ● Major Strength

Free Flow Observation Notes

1. Think Back Task
2. I Do
3. We Do
4. You Do
5. Outcomes

What Went Well	Even Better If
Post Lesson Teacher Discussion (Areas of focus)	
* * *	

