Teaching, Learning, Assessment and Feedback Policy

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CONTENTS

1. **AIMS**

This policy aims to set out the key principles and strategies of teaching, learning, assessment and feedback at Bedlington Station Primary School. It lays the foundations for the whole curriculum, recognising that at the heart of good learning is effective teaching within any subject or social context. In line with the school's vision, the principles of teaching, learning, assessment and feedback at Bedlington Station Primary School focus on the provision of a school and class environment that allows for inclusivity and for all children to access the curriculum. These principles assist whole-school planning and individual classroom practice. This policy ensures that there is a shared understanding of the school's principles and that there is a collaborative effort to implement these principles in ways appropriate to the specific school cohort.

This policy is reviewed at least every two years in consultation with school staff and governors.

2. **KEY CHARACTERISTICS OF TEACHING AND LEARNING**

At Bedlington Station Primary School, we believe that teaching and learning is the central purpose of the school and that effective teaching maximises the learning of all pupils. We believe that all our pupils have the capacity to learn and that our teachers are learners too. We believe in inclusive classrooms where adaptations are made to enable all the children to learn.

Some of the fundamentals of our teaching approach are (but are not limited to):

2.1 The Learning Environment

In keeping with our school aims, we believe that the learning environment should positively support learning in all areas of a child's development and therefore it should promote independence, interdependence, self-motivation and resilience. Teachers build positive relationships with children and value them at all times. Teachers strive to develop an environment where pupils feel comfortable to express themselves and take risks with their learning. For further information on our classrooms see our Dynamic Sensory Learning Spaces Policy.

Therefore, our learning environment should:
- Be welcoming and inviting to children and adults by encouraging interaction, providing opportunities for good communication and allowing for different learning styles.
- Reflect cultural and racial diversity.
- Support and challenge learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning, including ICT.
- Remind children that they are working towards personal goals and targets in their learning.
- Celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum.
- Help raise self-esteem and confidence.
- Be stimulating and thought provoking with the use of interactive displays and resources and different zones within each classroom, which encourage children to explore, investigate and play as appropriate.
- Be warm, comfortable, clean and tidy with the provision of suitable, functional furniture and fittings.
- Be somewhere children feel they belong and can foster a sense of pride in their efforts and work.
- Be safe and hazard free, both emotionally and physically.
- Encourage co-operative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning.

- Promote an appropriate atmosphere for learning that reflects the school's vision and policies for feedback, display and behaviour.
- Be well organised and uncluttered, using available space to best advantage.

2.2 Core Attributes and Values and School Rules

Pupils will follow the school's guiding principles and core attributes and values, (Kindness, Fairness, Curiosity, Creativity and Bravery), which incorporates taking responsibility for, and being prepared to take risks with their learning.

The children will be taught the meaning of, and be expected to follow, the school rules (Ready, Respectful, Safe)

2.3 Modelling

Effective teacher modelling is a vital part of many lessons in school and can take various forms. Staff will ensure the outcome of any modelling is clear and is based on a learning objective and success criteria. Modelling can be providing an example but can also be exploring ways of thinking, demonstrating processes, working together on an example, providing scaffolds and showing how work can be improved. Modelling should always be planned and carefully considered.

2.4 Questioning

Teacher questioning will be open-ended and designed to promote depth and breadth of knowledge and understanding. Teachers will provide pupils with questions or challenges as the impetus for learning and encourage and support pupils to construct their own responses to such questions. Questioning also works as an invaluable assessment tool to gauge a child's understanding and knowledge. Questioning will be carefully considered and must be targeted so that a child has the ability to respond.

2.5 Reasoning and Challenge

Teaching develops not only knowledge but ways of reasoning with evidence and the skills needed to successfully solve problems. Challenging tasks using guidelines and principles around greater depth and mastery are considered when planning activities to allow for multiple entry points and to develop higher order thinking skills such as synthesis, interpretation, analysis, evaluation etc. as might be evidenced in Bloom's Revised Taxonomy for example.

Appendix 1 sets out specific details about our approaches that lead to effective teaching and learning.

3. CURRICULUM AND PLANNING

3.1 Our Curriculum Intent Statement

Our curriculum intent statement has been written in consultation with staff and governors. It is unique to our school and highlights our priorities. The priorities are key threads that are considered when planning our curriculum. Our Curriculum Intent reads:

At Bedlington Station Primary School, we believe that every child is unique and should be supported in reaching their full potential through high quality teaching and a unique curriculum that is tailored to the needs, interests and enjoyment of our pupils.

Our curriculum encourages creativity, independence and resilience and develops a love of learning through innovative approaches that give a 'real-life' context to everything we do. It ensures our children are challenged and stimulated, while understanding how their learning fits into the wider world and provides a springboard for the evolution of future aspirations.

Embracing a nurturing ethos, celebrating diversity and inclusivity, and promoting 'skills for life', our curriculum carefully weaves through the national curriculum creating a vehicle for purposeful teaching and learning.

Key curriculum priorities:

Supporting Well-being - Our curriculum is designed to ensure children are taught about how to stay safe and be healthy. We support children in making choices that keep them safe online and in the real world, and foster a nurturing ethos in which children feel safe and are confident to talk if they do not. We allow children to be active and support choices that improve their physical and mental health and well-being. We support pupils' spiritual, moral, social and cultural development, not only through the curriculum but in everything we do.

Advancing Basic Skills - Our curriculum fosters the development of the basic skills of **reading**, **writing**, **maths** and **communication**.
- Children develop their **language skills and vocabulary** across all subjects and are encouraged to be adventurous with the language that they use and see it as a tool for effective **communications**.
- It supports children in becoming **proficient and fluent readers** so that they can access all areas of the curriculum. A high priority is given to early reading skills and we dedicate time and effort to support our children to be fluent readers.
- Children are encouraged to transfer their reading skills through interesting opportunities that support the development of **imaginative and capable writers.**
- A focus on the development of **deep maths skills** encourages children to think about, explain, test and understand maths concepts in ways that will help them to apply these in the real world.

Elevating Aspirations - We want our children to understand what the world has to offer and to work hard to reach their goals by striving for the very best and understanding the wide range of possibilities available for their future, including further education and the world of work. Our curriculum promotes 'skills for life' such as problem solving and enables children to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations. There is also a strong focus on self-improvement through the development our 'Core Attributes and Values' of Kindness, Creativity, Bravery, Curiosity and Fairness.

Broadening Experiences – We ensure our curriculum provides opportunities for our children to experience situations that are wider than the national curriculum. We want them to be immersed in their education and do this by linking teaching through contexts that mirror the real word. The children experience education out of the classroom and use the outside areas of school, the local area and further afield. We provide 'life experiences' that pupils may otherwise not have the opportunity to take part in, including visits to museums, galleries, sporting events, places of interest and residential trips.

Embracing Diversity – An understanding of diversity and an open and accepting perspective are fundamental in playing an effective part of society. We want our children to celebrate diversity and inclusivity at all times. We strive for absolute acceptance of others and the school actively embraces a culture of inclusion. Children are supported to question and form opinions about the world and their place in it and are encouraged to be who they are, to celebrate our similarities and differences and to challenge discrimination where they see it. Fundamental British Values are celebrated and used as a cornerstone to learning within many areas of the curriculum and school life.

3.2 Planning

Our Long term plan and progression maps ensure the National Curriculum is covered and that the children are receiving a well-balanced, broad and balanced curriculum that is clear in the progression of skills and knowledge taught.

Medium term planning shows detail about what will be taught in each half term/topic and include:
- The context of the work,
- Expected prior learning in each subject (that is checked at the start of the topic),
- Core knowledge statements,

- Potential opportunities for aspirational thinking,
- Potential enrichment opportunities,
- Links to SMSC/diversity,
- Links to basic skills,
- National Curriculum links,
- Specific teaching in each subject (NB: not all subjects are taught in every topic).

Medium term planning is adapted each year to ensure teaching matches that particular cohort while not changing what is taught as outlined in the long term plan and progression maps.

Short term plans are generally not monitored by the school and are for the teacher's use. There is an expectation that planning is done and that for each lesson teachers know:
- What pupils should learn in that lesson (learning objective),
- The intended success criteria,
- The probable structure of the lesson,
- How the work is to be differentiated to ensure all ability groups can access the work (including how work might be extended or reinforced),
- Possible key questions and assessment opportunities,
- How support staff will be deployed,
- Resources that are required for the lesson.

There is an expectation that short term planning does take place and that teachers have considered carefully all the above points. Teachers may use a variety of formats for their planning including timetables, lesson plan formats or presentation slides used within the lesson. Teachers are encouraged to adapt lessons as they are teaching in light of live feedback and assessment.

4. <u>**SUBJECT CO-ORDINATORS**</u>

Co-ordinators will:

- Take a key role in developing and reviewing subject long planning and progression maps,
- Ensure full National Curriculum/Early Years coverage of that subject and that there is a clear progression of skills and knowledge.
- Support colleagues in the development and implementation of medium term planning and assessment and record keeping procedures for that subject.
- Have a clear understanding of how well the subject is being taught across the school through subject reviews.
- Take responsibility for auditing and updating resources as necessary.
- Keep up to date with developments in their area of responsibility and disseminate information to colleagues as appropriate.
- Report to governors when appropriate either through the Headteachers report to governors or via presentations or meetings.

5. <u>**ASSESSMENT**</u>

At Bedlington Station Primary School, it is acknowledged that assessment practices are an integral part of teaching and learning. The primary purpose for assessment is to improve learning. Assessment provides all learners with the capacity to demonstrate what they know, value and are able to do and provides teachers with information that will improve learning. One of the principal functions of our assessment system is to identify pupils at risk of falling behind in terms of achievement or who are not making the expected level of progress. Assessments will arise naturally out of the teaching and intended learning of the curriculum. They will be carefully constructed to enable judgements to be made about pupils' progress in ways that contribute to on-going learning.

Our assessments are clearly linked to target setting for individual pupils, groups and cohorts. We acknowledge the need to ensure that pupils are on track to reach at least the national, expected standard for their respective year group by the end of the academic year. To achieve this, assessment will contribute to planning at a number of levels. Monitoring of pupils' learning will be continuous and encompass a variety of aspects of understanding and practice. Assessment criteria will be explicit and feedback designed to support pupils' further learning and encourage them to monitor and take responsibility for their own learning (please see section on feedback for more detail).

The assessment system will enable teachers and school leaders to understand current and past pupil achievement levels, be explicit about targets for improvement and be explicit about how progress towards those targets will be monitored. The system also highlights specific groups within the cohort to ensure that there is no widening of an attainment gap. These groups include SEND children, Pupil Premium children and are also gender specific. School-wide evaluation processes will enable school leaders and teachers to use all assessment information to better understand and improve pupils' learning.

5.1 Key Principles of Assessment

At Bedlington Station Primary school, we believe all assessment should:
- Be purposeful and enable individual children to make progress in their learning,
- Relate to shared learning objectives and success criteria,
- Be underpinned by the knowledge and belief that every child can improve,
- Help all children to demonstrate what they know, understand and are able to do,
- Include reliable judgements about how learners are performing, related, where appropriate, to national standards,
- Involve both teacher and children reviewing and reflecting upon assessment information,
- Allow for feedback which leads to children recognising the 'next steps' in their learning and how to work towards achieving these,
- Enable teachers to plan more effectively,
- Provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels,
- Enable parents/carers to be informed of their child's attainment and progress.

5.2 Formative Assessment

As a matter of course, teachers assess pupils' learning throughout all lessons. This is done in a range of ways including observation, discussion with pupils, questioning, quizzes and scanning of work.

This helps teachers and pupils to measure their learning and understanding against learning objectives and success criteria and identify where they need to target their next efforts to improve. It allows teachers to understand pupils' performance on a continuing basis; to identify pupils who are struggling, when they have consolidated learning and when they are ready to progress. This allows teachers to provide appropriate support or extension as necessary. Formative assessment also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. These assessments are completed on an ongoing basis and may be seen through annotated teacher planning, observation notes, feedback in pupils' books and on feedback sheets and through self/peer marking.
NB: much of this assessment is ongoing and may not be recorded.

Early Years
In Nursery and Reception, ongoing formative assessments take the form of:
- High quality interactions using the ShREC approach enables us ample opportunities to observe the children, notice their interests and pinpoint their schemas presented. This informs assessment and planning. All staff's knowledge is key to understanding each child and their development and so children are discussed regularly in team meetings. High quality interactions

give us time to speak to the children, clarify understanding and where appropriate use targeted questioning too.

5.3 Summative Assessment

In-school summative assessments allow staff and leaders to monitor the performance of pupil cohorts and identify where interventions may be required to ensure pupils make sufficient progress.

These assessments provide pupils with information about how well they have learned and understood a topic/subject taught over time and can be used to provide feedback on how they can improve.
It enables teachers to evaluate pupil learning at the end of a unit of work and the impact of their own teaching and will help teachers plan for subsequent learning.

In-school summative assessments may take the form of termly testing using NFER tests, short end of topic or unit tests, 'Never Heard the Word' sheets, discussions with the children, scrutiny of work completed and observation of the children. These assessments provide pupils with information about how well they have learned and understood a topic taught over time and can be used to provide feedback on how they can improve. It enables teachers to evaluate pupil learning at the end of a unit of work and the impact of their own teaching and will help teachers plan for subsequent learning. In-school summative assessments will also allow school staff and leaders to monitor the performance of pupil cohorts and identify where interventions may be required to ensure pupils make sufficient progress and expected attainment. Summative assessments can also be used to report to parents/carers about achievement and progress.

Summative assessments, as well as ongoing teacher judgements through formative assessment, are used to give judgements about each child's attainment on a termly basis, (collected by the Assessment Coordinator at agreed points in the year) using the national curriculum. The assessment given is where the teacher thinks the child will be at the end of the year (on target to be below expected, expected or greater depth)

SEND and Pupil Premium children are monitored carefully in all assessments to ensure their attainment and progress is, as a cohort, at an appropriate level.

5.4 National/Statutory Assessments

The school has a statutory duty to carry out and report on national assessments at various key points. The annual Assessment and Reporting Arrangements (ARA) should be consulted for specifics of what is assessed and reported. The current assessments required are outlined below in chronological order.

Reception Baseline (at the start of the Reception)
The Reception Baseline Assessment (RBA) is a statutory assessment conducted within the first six weeks of a child starting Reception. It is designed to provide a starting point for measuring progress from Reception to the end of Key Stage 2. The assessment focuses on early mathematics, language, communication, and literacy skills through practical, age-appropriate activities. It is carried out one-to-one by a teacher or trained staff member and is not used for individual pupil tracking or reporting but instead informs school-level progress measures. The RBA is designed to be low-pressure and play-based, ensuring a positive experience for young children.

School receives a series of narrative statements to describe how each pupil performed on the different content domains presented in the assessment.

At the end of the assessment, the reception baseline will record a single raw score out of 39 for each pupil. This score will not be made available to schools. Raw scores will be recorded in the national pupil database and used to create a cohort-level progress measure for schools at the end of key stage 2.

Early Years Foundation Stage Profile (end of Reception)
Through the Early Years, staff make assessments and observations against set age band descriptors. At the end of Reception the attainment of each child is assessed in relation to each of the 17 Early Learning Goals descriptors (ELGs), together with a short narrative describing the child's ways of learning expressed in terms of the three characteristics of learning (playing and exploring; active learning; creating and thinking critically). For each ELG, practitioners will judge whether a child is meeting the level of development expected at the end of the Reception Year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging).

The Early Learning Goals, in the prime areas: personal, social and emotional development, communication and language and physical development, and the specific areas of literacy and maths, are considered together to decide whether a child has achieved a 'Good Level of Development' or GLD.

Phonics Check (Year 1)
The phonics check is administered towards the end of year 1, with the requirement that children repeat the check in Year 2 if they do not meet the expected standard.

Multiplication Tables Check (Year 4)
The multiplication tables check is administered towards the end of Year 4. It is carried out online to ensure all children are accessing the same system and that time given to answer is standardised.

End of Key Stage 2 (Year 6)
At the end of Year 6, pupils sit externally set and marked tests in mathematics, reading, and grammar, punctuation and spelling. These are used to give school performance measures. They also receive a teacher assessment in writing.

A sample of pupils will continue to sit tests in science every two years to give a picture of national performance in the subject.

In common with Key Stage 1, the KS2 tests and assessments reflect the content of the new curriculum.

5.5 Self and Peer Assessment

Children perform best when they are involved in every stage of their learning, this includes the assessment and improvement stage. When involved in this stage, learning experiences are more meaningful and ensure the children understand the process of reflecting on work done and the need to improve it where possible. The systems of self and peer assessment vary depending upon the age of the child.

Early Years
In Early Years self and peer assessment is done through discussion with the children. The children are encouraged to reflect on their 'work', what went well and what they might do different next time to make it even better. Their 'work' may not be a physical piece.

Key Stage 1
In year 1 and 2 the children self-assess in English using genre marking slips to ensure they have used the necessary features of that genre. Later on in the school year, they begin to develop the necessary skills to edit their own writing. Adding adjectives, correcting grammar and spelling before handing in piece of work.

Similarly in maths children are encouraged to self and peer assess by marking answers earlier in the lesson to check for errors. They also look at completed pieces of work with each other to see if they can spot common errors and misconceptions. For example using the incorrect operation.

When reading children are encouraged to self-correct learnt sounds and tricky words if something does not make sense or sound right.

Key Stage 2
In maths teachers have answers to problems available to the children. This means that, after four or five calculations, pupils can check their answers themselves. That way, if they have a misconception or misunderstand something they can alert the teacher immediately. This avoids the situation where a child has diligently worked through some calculations, as the class teacher works with a group, but has not fully understood the process. The child marks any errors in red pen and then makes their corrections using green pen. If an error is then made, the child would alert a teacher to discuss and work through the problem together. Self-checking means that mistakes are realised earlier in the lesson, rather than at the end. This approach has the benefit of improving pupils' confidence and lets pupils see when they get the first few calculations correct. Inevitably this helps them feel more confident and more willing to move on to the next level.

In peer marking, more confident pupils can consolidate their learning by 'marking' other children's books. Crucially, those pupils actually have to do the calculations again – faster and possibly mentally – rather than just 'checking' against their own answers. All this places the onus on the learner to check their work and identify their own errors which is fantastic for their learning. But like anything, pupils must be taught how to do this.

In English, we use a redrafting approach for mistakes in writing tasks. For mistakes, the teacher might share an example which is an anonymous or fictional piece. The children would then suggest how this might be improved. They might spend time with a partner – we always use mixed ability pairs for this – seeing if they included good description in their writing. Together the pupils reflect if the text would be improved by adding any additional description. In order to help with this process, pupils can be involved in creating the success criteria for the activity. This is then the criteria they assess the work to and suggest improvements from. Finally, in pairs they read each other's work together and suggest improvements, alterations and refinements which the author of the piece then adds – in green pen.

6. MODERATION

Moderation of teacher judgements
Moderation of teacher judgements is an important component of our assessment system. Within our school, there are two broad purposes of moderation: 'Moderation for Learning' and 'Moderation for Reporting'. The two are complimentary and one is used to support the other:

Moderation for Learning supports teachers within and across school/schools in developing a shared understanding of pupils' learning and shared expectations of pupil performance. It is closely aligned with the formative purposes of assessment. Moderation for learning focuses on teachers working together to reach an in-depth understanding of their pupils' learning relative to a broader group of pupils. This broader group may be pupils who are in the same year or pupils from across year groups. Our aim is to focus the moderation process more on learning (due to the change in the curriculum and the fact that children can only be working within the objectives for their year group or those of a lower year group), which will support teachers in refining their understandings of what their pupils know and what they need to learn next. Because moderation for learning is concerned with understanding learning at different depths of knowledge and understanding, it will be difficult to ensure teachers' judgements are highly comparable therefore teacher time will be used in analysing the different features of pupils' work and what that means for learning. Staff members complete this level of moderation in school and across the Bedlington Partnership.

Moderation for Reporting enables teachers to develop consistent judgements of pupil performance and is closely aligned with the summative purposes of assessment. Moderation for reporting focuses on those aspects of assessment where the school is required to be accountable for performance e.g. attainment at the end of the early years, phonics, end of Key Stage 1, end of Key Stage 2 and year on year progress. In order to accurately measure this progress, it is important that teacher judgements are comparable.

When undertaking moderation for reporting purposes, the emphasis is on broad classifications of pupil performance (e.g. reporting performance in terms of achieving the standard), and ensuring teachers have consistent interpretations of these broad classifications. Staff members will complete this moderation in school, across the Bedlington partnership and at sessions organised at county level.

In school moderation gives teachers opportunities for professional discussion around the judgements that they have made about pupils' learning against the current curriculum they are working on for their age. Accurate judgements on whether children are demonstrating basic, secure or deep understanding of the curriculum can be made by scrutinising and comparing pupils' work, comparing other evidence and discussing the work in books.

In order for moderation to be successful it is important that it is clear as to what level of support or understanding a child may have had in their work. For this reason certain codes may be used on work. These are as follows

In Year 1 – 6 it is assumed that work is completed independently. If this is not the case the following codes will be used:
- S – Supported work
- G – Guided work i.e needed a lot of support with the work.

In maths it will be made clear that concrete or pictorial resources have been used (if not explicit in the work) by using the following codes
- C – Concrete materials/resources have been used
- P – Pictorial materials/resources have been used.

7. **REPORTING PROCEDURES**

At Bedlington Station Primary School we ensure that pupil progress and attainment is reported appropriately to relevant stakeholders in a useful and meaningful way.

We understand the value of an effective partnership between school and parents/carers and endeavour to ensure parents/carers are aware of how well their children are doing in school. This is done via various methods.

Parents/carers are invited to attend parents/carers evening in November for a 10 minute meeting with the class teacher. The main purpose of this meeting is to communicate how well the child has settled into their new class at school and first impressions of effort and progress. The teacher may discuss a range of targets for reading, writing and maths as well as ones for effort and homework, where appropriate. Teachers will also give suggestions of how parents/carers can help their children at home to reach their full potential.

Another 10 minute meeting takes place in March. At this meeting parents/carers will have access to the children's books. The main focus of this meeting will be on the children's work and how well they are progressing in that year's objectives and what they need to do to reach their targets. Again, teachers will give suggestions on what can do at home to help with the child's school work.

In July, all parents/carers receive a written report about their child. This report includes:

- A personal comment about the child's year at school.
- Specific subject highlights for English, maths and science.
- A progress and attainment statement for English, maths and science.
- A selection of curriculum highlights for other subjects.
- Targets for reading, writing and maths.
- An attainment and effort/attitude grade for foundation subjects.

Parents/carers have the opportunity to arrange an appointment to discuss the contents of the report if they wish. We also provide an opportunity for parents/carers to visit school and look at their child's books with them.

At the end of the year 6 parents/carers receive a copy of their child's SATs and TA results, accompanied with a breakdown of national averages from the previous year. Year 1 parents/carers also receive a copy of their child's Phonics Screening result.

Key performance data is published on our website every year and includes:
- The percentage of Reception children achieving 'Good Level of Development',
- The percentage of Year 1 children achieving the expected standard in the Phonics Screen,
- A breakdown of assessment data for the end of Key Stage 2,
- Swimming competency data,
- A link to the Government's performance tables.

8. <u>FEEDBACK</u>

We have developed our feedback procedures to ensure that all children have their work recognised in such a way that it will improve progress and attainment and identify next steps, develop self-confidence and raise self-esteem and to ensure consistency in the way that feedback is given to the children. Feedback should be kept up to date and, where possible, be done 'live' in order to maximise the benefit to the child.

The aims and feedback are to:
- recognise achievement and effort in children's school work;
- provide targets to help them improve;
- offer children the opportunity to respond to marking for improvement;
- give opportunities for children to further demonstrate understanding.

Feedback should:
- Relate to the learning, success criteria or targets (including any SEND targets, where appropriate), which need to be shared with children.
- Involve all adults working with children in the classroom, where appropriate.
- Be based on the child's prior attainment within the context of feedback given.
- Use consistent codes throughout the school.
- Give clear strategies for improvement.
- Give time for children to read, reflect and respond to feedback.
- Respond to individual learning needs, and use appropriate methods depending upon the child and situation.
- Ensure all children, regardless of ability, are involved in the feedback process (whether verbal or written), so that progress is facilitated and next steps identified.
- Ultimately be seen by children as positive in improving their learning.
- Inform future planning and group target setting.
- Be manageable for teachers.

8.1 Feedback Toolkit

At Bedlington Station Primary School we use a range of feedback strategies which are dependent upon various factors including: the subject being taught, the age of the child, the ability of the child, the nature of any misconceptions etc. While there is an expectation that all pieces of work completed by the children are looked at and acknowledged, members of staff use their own judgment as to which method of feedback is most appropriate for any particular piece of work.

Verbal (Live) feedback
It is recognised that verbal (live) feedback is a vital tool in raising achievement. It must be given in a calm, uninterrupted environment where the children feel secure. Verbal feedback should be tailored to the individual child or group of children. Verbal feedback is a dialogue, using appropriate language and questions, with children having the opportunity to reflect and respond. Feedback should focus primarily on issues linked to the learning.

Verbal feedback can be given as a 'Feedback Sandwich':
1. Opening - tell them about something positive about their work/get them to tell you something they think is good.
2. Correction – give a correction/ask the child to identify something against the success criteria.
3. Closing – Be positive, focus on the improvement of the child's work, and be clear in setting a relevant and attainable target for the next piece of work.

When using this strategy, time should be planned into a session so that it is not rushed.

Any editing/corrections that are made during verbal feedback should be done using green pen.

In Nursery and Reception, feedback should always be immediate, verbal and carried out with the child. Work can also be marked with a comment, traffic light system or reward sticker/stamp as a way of reinforcing the feedback with the child.

There are many options for feeding back verbally and some examples of prompts and verbal comments are listed below:

A 'Think about…' comment should focus on the improvement of the child's work, be clear in setting a relevant and attainable target for children to demonstrate in future work.

A 'Show me…' comment should help the child in 'closing the gap' between what they achieved and what they could have achieved. When using a 'show me…' comment, the member of staff should ensure they have time for the child to respond and to discuss that response with them.

A reminder comment - This simply reminds the child of what could be improved. For example, 'What else could you say here?' or 'Say more about how you feel about this person'.

A scaffold comment - Most suitable for children who need more structure than a simple reminder, this prompt provides some support. They can be in the form of:
- o (A question) Can you describe how this person is 'a good friend'?
- o (A directive) Describe something that happened which showed you they were a good friend.
- o (An unfinished/scaffold sentence) He showed me he was a good friend when................. (finish this sentence)

An example comment - These comments are useful with all children, but especially with younger children or children who find improving their writing more challenging. This interactive involves the member of staff showing the child how they could improve their work by editing it with them.

Self-checking of Work
When appropriate teachers have answers to questions available in a lesson for the children to refer to during the lesson. This is especially useful in maths lessons although may be appropriate at other times. After four or five questions, pupils can check their answers themselves and if they are making mistakes they can work on addressing any misconceptions by:
- Working through the problem again to try and work out where mistakes were made,
- Working with a partner if appropriate,
- Looking at an example of how the question should be done,
- Seeking help from a member of staff.

Self-checking means that mistakes are realised earlier into the lesson, rather than at the end. Pupils use their green pen to make corrections, if any more errors are made the child would then alert the teacher for support or guidance.

This approach also has the benefit of improving pupils' confidence by allowing pupils to see when they get the first few questions correct. Inevitably, this helps them feel more confident and more willing to move on to the next level.

All this places the onus on the learner to check their work and identify their own errors which is fantastic for their learning. But like anything, pupils must be taught how to do this.

Whole Class Feedback Sheet
During the lesson/block of lessons, the teacher completes in a whole class feedback sheet if deemed appropriate (appendix 2). This sheet can be used to identify:
- Examples of what went well,
- Common errors that can be addressed as a whole class either before or at the start of the next lesson,
- Children who may need an extra challenge,
- Children who may need extra support of some aspect of the work,
- Considerations for the next lesson.

This is a working document and could be used over a series of lessons. It should be accessible (and completed by all adults working in the class).

Exceptional work that should be celebrated and general misconceptions should be address either before, or at the start of, the next lesson. Depending upon the situation it may be appropriate to:
- Share examples of good work, using either the TV screen/iPad or just a few typed lines. This can be used to highlight good work and used as a teaching tool. Children may be given time to use this to improve their own work.
- Share an anonymous example (or fictional piece/text written by the teacher) that could be improved upon, or shows a common misconception. This can then be addressed/discussed as a class. If time allows, the children might spend time seeing if they can edit/correct their work in response to the feedback. This may be done independently or with a partner (we always use mixed ability pairs for this). This approach allows the next step to be the next lesson and allows the teacher to put it into action or teach them whatever the next step is for them.

If a child has a specific issue and has not understood this should be recorded on the sheet. At an appropriate time, these issues can be dealt with by the teacher/TA and this 1:1 support recorded on the sheet. All corrections/edits based on the feedback on this sheet should be completed in green pen.

Maths Hashtags
We use hashtags in maths lessons as part of our feedback system (see appendix 3). Hashtags can be used in a number of ways in class. Primarily as a challenge to deepen children's understanding of a concept being covered in Maths. This could be as part of the feedback process in the 'Show Me' section of marking slip or as a reaction to the work produced in class as you are working with the children. The hashtags will vary depending on the child's understanding and they can also be planned into a lesson to check children's understanding before moving on.

9. <u>Monitoring</u>

A judgement about whether teaching is effective will be checked against Teacher Standards and the progress being made by pupils.

At Bedlington Station it is expected that teachers have a deep knowledge of the curriculum they teach. As well as a strong understanding of the material being taught, teachers are also expected to understand the ways pupils think about the content, evaluate the thinking behind pupils' own methods, and identify/address pupils' common misconceptions. Teachers will understand that pupils develop at different rates and also learn new ideas more or less quickly and that they should be provided with the time, conditions and encouragement they need to learn in stimulating ways, and be discouraged from superficial learning that gives the impression of keeping pace at the expense of long-term and sustained learning.

The effectiveness of teachers' knowledge, their understanding of the pupils in their class and the effectiveness of their teaching will be judged mainly using Subject Reviews. When completing a monitoring task the member of staff may complete an evidence sheet (appendix 4) or other appropriate format depending upon the focus**.** These are designed to take evidence from a range of sources to allow for triangulation and to gain a full picture of classroom practice. A range of staff will undertake these monitoring tasks including senior leaders and subject co-ordinators (in order to gain a good understanding of how their subject area is being delivered across the school). Monitoring takes in a range of evidence but it must be noted that there may be occasion for each of these evidence sources to be used in isolation.

9.1 Classroom Observations
Classroom observations are a valuable source of information and allows the teacher to demonstrate key aspects of their job including (but not limited to):
- Effective planning,
- Classroom management,
- Behaviour management,
- The use of various teaching styles,
- Effective questioning,
- Effective modelling,
- The use of formative assessment to adapt teaching.
- Provision for SEND and other identified groups of children.

If part of a Subject Review, the member of staff carrying out the observation should observe short (around 20 minutes) parts of the same subject in three or four classes.

9.2 Talking to Pupils About Their Work
Discussions with pupils are highly valuable in determining what they have understood and remembered about what they have done in class and their understanding of targets, how they can get help with their work and how they can improve it. It is best practice that these discussions be done whilst looking at work in books/Seesaw/Tapestry so the children can talk about their work. When carrying out these discussions with children it is important that a range of attainment is included (high attainment, middle attainment, low attainment and SEND) and that one of the children is Pupil Premium. This discussion

about the work completed is a key component of a learning conference and are used to find evidence for (but not limited to):

- A pupil's understanding of concepts taught,
- A pupil's knowledge of what has been taught,
- How well pupils have used prior attainment,
- Whether pupils know what to do if they get stuck (what is available in the classroom such as displays, prompt cards, teacher/TA support etc),
- Whether feedback is effective (is the child told what was good about their work and how to improve it – how is this done).
- A pupil's pride in their work,
- How often a child reads or is read to.

9.3 Evidence Trawl

At times, it may be appropriate for senior leaders or subject co-ordinators to carry out an evidence trawl. This takes evidence from a variety of sources and must include a range of attainment included (high attainment, middle attainment, low attainment and SEND) and that evidence is seen from a Pupil Premium child. The format of these evidence trawls may change depending upon the subject but will typical mean a range of work from books, Seesaw/Tapestry and Twitter. The purpose of these trawls is to find evidence for (but not limited to):

- Coverage of the agreed curriculum,
- Consideration and coverage of the school's agreed curriculum intent,
- A range of teaching and learning styles,
- Differentiation (including support and challenge),
- Effective use of feedback,
- Standards of presentation.

9.4 Feedback to Staff

After any monitoring activity honest and clear feedback to the member of staff should be given which supports development and improvement. This feedback should be a professional dialogue to reflect upon, support and develop effective practise. Any targets will be added to the individual staff feedback sheet (in secure communications folder). This will be referred to as part of future monitoring and discussions.

10. <u>Homework</u>

Reading
The school expects all children to be reading at home on a regular basis. Evidence shows that children who do not read at home are at a disadvantage to those who do. Reading books are provided to the children however it is made clear that children can read appropriate books that they have at home.

In order to encourage reading at home, we run a bookmark system where book marks are completed each day a child reads at home. When a child has read at home for 20 days they complete their book mark and hand it in. these are then entered into a prize draw at the end of each term.

Multiplication Tables
In appropriate year groups, parents/carers are encouraged to practise the multiplication tables with their children. They are informed which tables are appropriate to that year group and we have a subscription to Time Tables Rock Stars which can be accessed from home.

Homework Challenge Sheets

These are given out on a half termly basis to the children and may include (depending upon the age of the child)

- A selection of homework activities based on that half term's work,
- Some experiences to share at home,
- Word lists of common words and words specific to work being covered in class,
- Some suggestions on maths activities to do at home,
- Suggestions and reminders such as reading and times tables.

There is an expectation that the homework challenges are completed over the half term period and evidence is brought into, or emailed to the school.

APPENDIX 1 - Effective Teaching and Learning

In order to facilitate good teaching and learning as a school we commit to:

- Getting to know, valuing and having consistently high expectations of every pupil, irrespective of ability, race, gender, age or achievement.
- Having a clear understanding of the school's agreed curriculum - the skills, concepts, knowledge and attitudes which are the goals of the learning process.
- Using a suitable range of organisational strategies and teaching methods to establish a positive learning environment.
- Maintaining good discipline based on mutual respect, in line with our Curriculum Intent Statement and Behaviour Policy.
- Using a cross curricular approach to broaden and deepen learning.
- Using long term curriculum plans to guide our teaching that detail what is to be taught in each year group.
- Ensuring our medium term planning:
    - follows the agreed school format.
    - is shared with the Support Staff linked to each class.
    - includes information about tasks to be set, resources needed, the way children will be grouped.
    - is evaluated to inform future planning.
- Having clear learning intentions (and success criteria when appropriate) which are shared with and understood by the children.
- Using a range of organisational strategies and teaching methods to suit.
- Employing a range of different learning styles e.g. visual, auditory and kinaesthetic (VAK)
- Organising human and physical resources effectively.
- Making sure that the activities we provide for the children extend their knowledge, skills and understanding.
- Being reflective, reviewing the effectiveness of our teaching and monitoring children's progress.

What does good teaching look like at Bedlington Station?

At Bedlington Station Primary School all staff aim to ensure that their teaching includes appropriate combinations of the following elements to ensure that all learners make good progress:

- Planning that is appropriate to the needs of all pupils and is amended to meet the ever changing needs of the class in response to ongoing assessment.
- High expectations of all pupils regardless of their ability.
- Clear explanations and modelling.
- Appropriately paced lessons.
- Varied and flexible teaching styles, dependent on the task and the individual needs of the learner (Visual-Auditory-Kinaesthetic).
- Good staff subject knowledge across all areas.
- An exciting, enthusiastic approach to learning which inspires, motivates and engages our children.
- Clear focus through explicit learning intentions and success criteria, which identify what learners' need to understand and be able to do in order to achieve.
- Good use of support staff and resources to support the children's learning.
- Positive behaviour management strategies that motivate and encourage pupils to respond appropriately and help create a climate for learning (see behaviour policy).
- Opportunities for self-evaluation and reflection throughout the session.
- A consistent approach in line with whole school policies and procedures.
- Each and every child makes good progress in their learning, regardless of ability.
- A relaxed yet purposeful learning environment.
- Learning is linked to pupils' prior skills, knowledge and understanding.

- The effective use of a range of effective and targeted questioning e.g. open and closed questions.
- Pupils encouraged to generate their own questions.
- Information presented in short chunks, enabling pupils to maintain their concentration.
- Good interaction and communication between children as well as adults and children.
- Creative ideas are valued and actively encouraged.
- High quality feedback in a variety of forms to ensure all children know how to improve their work further.
- Appropriate, well-prepared resources that engage the children in their learning.
- An environment conducive to supporting a child's deeper exploration of a subject e.g. Mastery

What does good learning look like at Bedlington Station?

Pupils' Learning

We believe that pupils should have opportunities to:

- have first-hand experiences;
- think, solve problems, and be involved in investigative work;
- communicate their thoughts and findings in a variety of ways;
- work individually and co-operatively;
- take part in whole class and group projects/activities;
- learn the basic skills of literacy, numeracy and ICT/Computing;
- use ICT to aid learning;
- when appropriate, select their own learning materials and tools relevant to their task;
- make the most progress possible, according to their capability and potential;
- complete work in a given time;
- reflect upon their own work and that of others;
- take an active part in the assessment process in order to improve their work.

We challenge and encourage all our staff and pupils to be good learners. A good learner is someone who:

- Asks questions and joins in
- Is interested and doesn't give up if it is too difficult
- Gives others a chance to talk
- Is kind and helps others
- Appropriately asks for help
- Co-operates with others
- Takes a risk and 'has a go'
- Doesn't shout out or interrupt
- Enjoys learning
- Checks they have understood
- Can explain their thinking to the teacher and their peers
- Listens and respects what others think as well as sharing ideas
- Tries different ways to solve a problem
- Takes pride in their work
- Understands that everyone makes mistakes sometimes
- Works hard and finds learning fun
- Takes a pride in the presentation of their own work.

BSPS
Lesson
Feedback

Class:	Subject: **Maths** ☐ **English** ☐ **Other:**

Dates:

Lesson focus:

What went well:

Common errors:

Notes/Rapid response
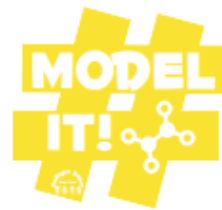
Bedlington Station Primary School

Evidence Review

Date:	Teacher's Name:	Year Group:	Subject:

Initials of children involved (Please also indicate assessment at end of last term, SEND, PP)	
Does the work match the school's long term and medium term planning?	**Does the lesson match agreed planning? Check that work in books matches long term and medium term plans for that subject.**
Yes | No | Some	
Is there evidence of the school's curriculum intent in the work being covered?	**Look in books/SEESAW for examples of the school's curriculum intent (basic skills, Aspirations, Enrichment, Embracing Diversity, and Well-being) being covered.**
Yes | No | Some	
Is there evidence that the children have remembered/ understood recent work?	**Q – What can you remember about the last lesson you did in _____? What did you learn?**
Yes | No | Some	
Is there evidence that children can remember prior learning?	**Is there a prior learning check in the lesson? How is it carried out? Look in books for prior learning checks.** **Q – Can you remember what you learnt about last week? How did this help you with this week's work?** **Q – Have you ever studied this before in previous years? What can you remember about that?**
Yes | No | Some	
Is there evidence that the children know why they are learning the content	**Is the lesson put into context?** **Q – Can you explain why you are learning/have studied _____? Why is it important for you to learn this?**
Yes | No | Some	

Is there evidence that work is differentiated (by task, support, challenge or outcome)?	**Is there evidence of differentiation? How are the LA supported and HA stretched and challenged?** **Check in books/SEESAW for evidence of differentiation. Check for use of CPA to support and challenge.** **Q – If you find something difficult what would you do? Look for responses related to classroom resources, wall displays, table support materials, support from staff member etc.**
Yes　　No　　Some	
Is there evidence of effective feedback that moves the children's learning on?	**What forms of feedback are used within the lesson? Ongoing checks on understanding and questioning.** **Look in books/SEESAW for effective feedback (written, verbal, whole class/group, peer and self-assessment).** **Does it praise good work, tackle misconceptions and move learning on?** **Q – How do you know if you are doing well? How does your teacher tell you about how to improve you work?**
Yes　　No　　Some	
Does the child have an understanding of their strengths and areas for development?	**Q – What do you think are your strengths in this subject? What do you think you could improve on?**
Yes　　No　　Some	
Is there evidence of a range of learning methods?	**Is there a range of learning methods evident in the lesson?** **Look in books/SEESAW for a range of activity types. Check that there is a mix of practical and book work.** **Check that there is evidence of group, partner and independent work. Check for speaking and listening tasks.** **Q – Do you do different types of lesson? Can you give me some examples? Which one helps you learn more and why?**
Yes　　No　　Some	
Is there evidence that SEND children are well supported?	**How are any SEND children supported in the less? What interventions are in place?** **Look in books/SEESAW for evidence of support and intervention.** **Q – How are you helped in class? Do you ever do work away from class with another adult? Does this help with your learning?**
Yes　　No　　Some	
Is there evidence that the class teachers reads to the children regularly?	**Q – Does your teacher read books/ stories to you? What was the last thing your teacher read to you? What is your current class book? How often does your teacher read to you? Do you enjoy being read to?**
Yes　　No　　Some	
Other Comments:	
Teacher Response:	