



Teaching and Learning Protocol (Incorporating feedback and marking)

As a Church of England school, we see it as our duty to give children and members of the school community the skills to maximise their engagement with the world around them, enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success.

Introduction

As part of 'Learning for a Fuller Life', we try to develop the 'whole child' and believe that all children should be given every chance to succeed, in as many areas as possible.

We want children to look forward to coming to school every day and enjoy their learning because we know that children *do* better when they *feel* better. Therefore, boosting children's confidence and self-esteem, and providing a creative and stimulating curriculum and a wide range of extra-curricular activities are central to teaching and learning at Taverham Junior.

As feedback is such an important part of teaching and learning, the principles and guidelines have been included in this protocol to ensure it is an integral part of the process. Although a limited amount of marking takes place, we place far more emphasis on feedback because it is more immediate (often given *during* a lesson) and has more impact on learning. For the purposes of this policy, we define 'marking' as an act of communication-not always written-between teacher and child in order to provide the pupils with the information they need to review and reflect upon their learning and make further progress.

Teaching and Learning at TJS is based on the following principles:

- **Learning is an emotional experience. Teaching and Learning should be enjoyable, for pupils and staff alike**, but aspirations and expectations of behaviour and achievement should be high. The promotion of positive behaviours for learning is a key part of teaching and learning at TJS.
- **Our curriculum should be creative, stimulating, motivating and relevant to all pupils.** Where appropriate, cross-curricular links should be developed and exploited with English and Maths skills and concepts applied in other curriculum areas and contexts. We should be responsive to the needs of pupils and to local, national and world events, and develop children's understanding and awareness of the wider world.
- **Learning activities should be effectively differentiated and teachers should not put a ceiling on what any child can achieve;** most learning activities should involve different levels of challenge that the children can choose. A common language is used throughout the school to indicate the levels of challenge: 'Mild'; 'Spicy'; 'Hot' (and 'Extra Hot', if necessary/appropriate). Effective differentiation

starts with a thorough knowledge of the children, but we should always **have an open mind about what children can achieve.**

- **Pupils should be clear about what they are learning (learning outcome), what ‘success’ looks like, how well they are attaining and where to go next.** Teachers will aim to explain the context or focus of each task (related to learning outcomes outlined in plans), and how it might be marked; Teachers will often share examples of ‘What A Good One Looks Like’ (WAGOLL) so that children are clear about expectations and what is required. Teachers will also use Knowledge/Skills Organiser documents, in foundation subjects (including science), so children are aware of what the ‘big idea’ of the unit is, what they should know already, what they will learn and the vocabulary that is important.
- **Teachers and pupils should be fully involved with assessment in order to enhance learning. Regular, effective and comprehensive feedback is crucial in the learning process.** (*See feedback protocol for more details*)
- **Feedback and marking should be linked to the learning objective and/or success criteria;** because of this, there may be occasions where some errors are ‘overlooked’ because they are not the main focus of the learning (e.g. not all mis-spellings may be corrected, although high-frequency words and common spelling patterns should be, and common errors could be developed as a teaching point); there should be a balance struck between ‘correcting’ errors without losing sight of the composition and effect of a piece of writing, for example; consideration should also be given to the possible negative impact on a child’s self-esteem of a mass of corrections and changes to a child’s work. Teachers will use their professional judgement and knowledge of individual children when marking.
- **We don’t need reams of paperwork for planning purposes. Any planning needs to be responsive and flexible;** it needs to be adapted for different classes and individuals and changed/amended as a result of what happens from lesson to lesson/week to week. Producing a half term of detailed plans which are kept to, almost to the letter, goes against all formative assessment/‘Assessment for Learning’ principles.
- **Timetables should be flexible where possible too-**if history work is covering English objectives, teach it in English timetable slots, if time is limited. If necessary, spend a whole day, or even a week, on certain related activities. (At other times, less time than the ‘timetable’ allows may be needed). We do not have to teach a particular thing for the *same amount of time* at the *same time* every week. However, it is essential that subjects/areas (e.g. French, music) are not marginalised through lack of time or teacher confidence.
- **Extra-curricular and enrichment activities are an important part of the learning experience for pupils at TJS.** We recognise the value of trips (including residential trips), visits and outside speakers/visitors and aim to provide as many as possible, funding permitting.
- **The Learning Environment should be attractive and stimulating.** This includes displays and ‘working walls’ (always for English and Maths), which should inform pupils and enhance learning. Pupils’ achievement and learning should also be celebrated. The learning potential of facilities such as the library, cookery/food tech room and garden/outdoor areas should be maximised.
- **High standards of presentation** reinforce high expectations, build self-esteem and support learning (*refer to presentation guidance*)
- **The Social and Emotional Aspects of Learning are important.** RSHE and SMSC are an integral part of our curriculum (inside and outside the classroom).

School Aims-How does Teaching and Learning at TJS Contribute to These?

The bullet points below each aim represent some ways in which teaching and learning at Taverham Junior contribute towards each of the school aims:

Successful and happy individuals, who participate fully, enjoy learning, make progress and achieve;

- Effective questioning
- Use of 'no hands up' to ensure engagement of all pupils (e.g. use of lolly sticks with names on to select children at random)
- Use of Cooperative Learning activities in lessons to increase participation, confidence, active learning and effective dialogue about learning
- Providing opportunities for children to learn in different ways
- Promoting positive behaviours for learning
- Catering for different needs, abilities and learning preferences
- Treating each child as an individual (personalisation)
- Valuing individuals, praise/rewards and celebrating achievement
- Effective feedback, assessment, tracking and target-setting
- Explaining to pupils that it's OK to make mistakes; indeed, that mistakes actually promote learning
- Providing clear boundaries/expectations
- Allowing time to develop/finish work
- Listening to and consulting pupils
- Providing 'thinking time'
- Effective behaviour management (see policy/protocol)
- Having high expectations-of behaviour, application, learning and presentation.

Confident and resilient young people who are able to live safe, healthy and fulfilling lives;

- Helping children to understand that mistakes are all part of learning; 'being allowed to fail'
- Encouraging risk-taking in a safe and supportive environment
- Opportunities to 'be brave' (in sport, music etc)
- 'C3B4ME' to promote independence and self-reliance.
- Use of Cooperative Learning activities in lessons to increase participation, confidence, active learning and effective dialogue about learning
- Teaching children how to deal with adversity/disappointment
- RSHE, class collective worship, SMSC: opportunities to talk
- Talking time with Pastoral Worker
- Extra-curricular activities (clubs, sports, music, trips and visits etc)
- Staff act as positive role models
- Healthy Schools status, including cooking and water provision
- Opportunities provided by Sport Premium funding
- INSET for staff to enable them to support all children's needs
- Pupil Premium Champion and Mental Health Champion

Responsible citizens who make a positive contribution to society, locally, nationally and globally;

- School Council
- Eco Council ('Green Team')
- Sports Council
- House captains, sports leaders, librarians, Y6 monitors, barbecue/Children in Need stalls, serving Christmas dinners
- Fundraising
- 'Playground Buddies'
- Links with communities; local, national and global
- School garden

- Promotion of 'British Values'

Caring, respectful and tolerant members of their community;

- Links with church and community (e.g. day care centre, church visits, fundraising for local causes)
- Encouragement of good sporting behaviour
- RSHE, SMSC
- Empathy activities (e.g. 'hot seating')
- Being, and identifying, good role models
- Opportunities for discussion and debate (e.g. classroom debates)
- Citizenship awards
- Using Collective worship/Assemblies to promote school, Christian and universal values, global citizenship, anti-racism, caring for others and share examples of inspirational individuals
- Challenging established behaviour/opinions/stereotypes, along with any prejudice-based incidents, and celebrating difference

Reflective individuals, with a spiritual and moral awareness.

- Daily Collective worship (including led by Rev. Seabrook)
- School expectations and behaviour policy
- Church visits/services
- Provide discussion/reflection times and places (e.g. Peace Garden)
- RE days (including visiting speakers)
- RSHE, SMSC

Related documents:

- Behaviour policy
- SEN policy
- Inclusion policy
- RSHE and other subject policies

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Feedback Protocol

Introduction

This protocol is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations/research. The EEF research shows that effective feedback should:

- redirect or refocus either the teacher's or learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be meaningful
- provide specific guidance on how to improve

Key principles

This protocol on feedback has at its core a number of principles:

- it is important to be clear what it is the children should know and define what good outcomes will look like at the outset; this will cut out the need for a high level of feedback that might be needed because children haven't had this clarity at the start of the lesson
- the sole focus of feedback should be to further children's learning and understanding
- evidence of feedback is incidental to the process; we do not provide additional evidence for external verification
- feedback delivered closest in time to the point of action is actively encouraged; feedback delivered in lessons is more effective than comments provided at a later date
- all pupils work should be reviewed by teachers at the earliest opportunity to enable teachers to respond in a way that impacts on future learning
- marking/feedback should have an impact on learning and should not involve a huge workload for teachers: 'The receiver of the feedback should work harder than the person who gave it.' (Dylan William)
- Teachers' time is most meaningfully spent planning to address misconceptions and advance learning rather than writing lengthy and repetitive comments in children's books.

Feedback in practice

At our school, feedback is given in three ways (in order of decreasing importance)

1. Immediate feedback - at the point of teaching
 - a. Adults will attempt to deal with misconceptions during each lesson. This may happen with individual children, groups or the whole class - through the use of mini-plenaries
2. Summary feedback - at the end of a lesson/task
 - a. Teachers will use the final few minutes of most lessons to summarise learning, address misconceptions or progress children's understanding of the topic
3. Review feedback - away from the point of teaching
 - a. As soon as is practically possible, teachers will review the work of all the children from each lesson. During this process, teachers will indicate to each child their understanding of the lesson by ticking or double-ticking the learning objective. Short written comments may be made in books if the teacher feels beneficial but this won't always be necessary. Teachers

may use green and pink pens to identify/highlight positive elements and areas for improvement.

- b. **Crucially, during this review of the children's work, the teacher should make notes regarding aspects of the children's learning that will be addressed during the next lesson. These notes are recorded on a flipchart page (featuring a challenge question) to show the children (see Appendix 1).** Teachers may also use feedback/recording sheets.
- c. Most importantly, the next lesson will be influenced by the outcomes of this process. This will probably involve an individual or a group working with an adult at the beginning of the lesson, children improving their work independently or in small groups, and certain pupils working on a challenge task to reinforce/progress their understanding of a topic. Where children improve their work in response to feedback, they will use purple pen to do so.

The use of a visualiser to show children good examples or those that need to improve is encouraged at all the points listed above.

Specific feedback for maths tasks

- In all maths lessons, teachers will have the answers to all problems available to children. After four or five calculations, children are asked to check their answers themselves. This means that misconceptions are picked up, and acted upon, **during the lesson** and children feel more confident in moving up to the next level of challenge.

Specific feedback for written tasks

- With writing we use a redrafting approach. The notes from the feedback recording sheet (see appendix 1) are shared with the children in an appropriate manner, giving them guidelines regarding how to improve their work
- These may include things relating to:
 - technical accuracy
 - spelling errors
 - punctuation omissions
 - content improvements
- A short shared writing activity at the beginning of the next lesson supports this process of improvement



Feedback from last lesson

The big issue was...

Other issues were...

Once you have Purple Penned...

Challenge!

To see the teacher:

To see the TA:

Feedback from last time:

* Don't add/subtract the denominators

* Convert mixed numbers to improper fractions before calculating

$$2\frac{3}{5} - \frac{4}{10}$$

* Convert to something easy to deal with (e.g. $\frac{1}{3}$ and $\frac{1}{6}$) - don't change both!

* Write out the new fractions separately

* Calculation errors

* Read the question!

Challenge question:

$$\frac{1}{2} + \frac{3}{4} + \frac{7}{8}$$

Write your answer as a mixed number