

# Teaching and learning policy



## Hadlow Primary School 2024-2026

## Contents

1. Aims .....	2
2. Our guiding principles .....	2
3. Roles and responsibilities .....	5
4. Planning and preparation .....	8
5. Learning environment .....	9
6. Differentiation .....	9
7. Home learning .....	10
8. Marking and feedback .....	10
9. Assessment, recording and reporting .....	11
10. Monitoring and evaluation .....	11
11. Review .....	11
12. Links with other policies .....	11

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### 1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

### 2. Our guiding principles

Our mission statement at Hadlow Primary School is simple: Happiness, Progress, Success!

#### Happiness

We strive to make our school a happy place for each and every child. Our staff go the extra mile to nurture, support and value the individual interests and needs of our children. When children feel safe and happy in school, this enables them to make good progress socially and academically.

#### Progress

We deliver a rich and engaging curriculum that focuses on the progression of skills, knowledge and vocabulary. We have high expectations for all pupils, including those with SEN, holding the belief that every child can make great progress, when they are supported and encouraged in the right way. This ultimately leads to success.

## Success

Success is inevitable when we have a school full of happy children that are well supported in their social and academic progress. We celebrate success with a smile, no matter how big or how small. We reward effort and achievement and instill a 'Growth Mindset' in our pupils. Success is limitless!

## Values:

We have five fully embedded school values: Relationships, Recognition, Reflection, Regulation and Resilience

These encapsulate the good mental health and wellbeing that we wish for all of our pupils, staff and wider community. They are directly aligned with our mission statement, behavior blueprint and Zones of Regulation, which we used actively and consistently across the school.



## Strategic Priorities

We also have five newly introduced strategic priorities. These are fundamental principles that we are aiming towards as a school community.

We nurture hearts and minds.

We provide consistent excellence.

We get it right for the most vulnerable; so we get it right for all.

We enrich our inspiring curriculum with personal development opportunities.

We value all members of our community. We make a positive contribution to the world around us.

At Hadlow Primary School, we believe that pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Have the opportunity to talk and offload so that they are ready to learn
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or supported in appropriate ways at appropriate times
- Can practise what they are learning, with developing fluency
- Can apply and transfer the learning in both familiar and new contexts
- Can show resilience and a growth mindset to persevere with challenge
- Can manage their emotions and self-regulate if things are not going well
- Recognise that all learners make mistakes and mistakes are a celebration of future learning

With this in mind, and working in partnership with families, we intend to:

- Provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- Recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and succeed to their highest potential;
- Ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, enriching and challenging curriculum;
- Provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- Increase pupil's life experiences and cultural capital
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- Develop individuals inquisitive minds, awe and wonder of the curriculum
- Encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- Develop children's confidence and capacity to learn and work independently and collaboratively;

- Develop values linked to Relationships, Recognition, Reflection, Regulation and Resilience
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- Encourage children to value the diversity in our society and the environment in which they live;
- Encourage children to become active and responsible citizens, contributing positively to the community and society.
- Prepare all children for the next stage of their education

### 3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. We aim to develop genuine, supportive parent partnerships, to maximize each child's potential happiness, progress and success.

This is how we will create the above conditions for pupils' learning at all times:

#### 3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Follow all non-negotiables set out in the Teaching, Learning and Assessment Policy (See Appendix A)
- Actively engage parents/carers in their child's learning by sending positive emails, showcasing learning on the school website, inviting parents into school for 'Red Carpet Events' and keeping regular contact.
- Update parents/carers on pupils' progress regularly via face to face and email and formally three times a year through wellbeing drop ins and child learning reviews. Teachers must produce an annual written report on their child's progress
- Meet the expectations set out in subject specific curriculum policies, our positive relationships policy and our feedback policy.

#### 3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required

- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in subject specific curriculum policies, our positive relationships policy and our feedback policy.

### **3.3 Subject Leaders and Key Stage Leaders**

Subject/Key Stage leads at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in subject specific curriculum policies, our positive relationships policy and our feedback policy.

### **3.4 Senior leaders**

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone

- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in subject specific curriculum policies, our positive relationships policy and our feedback policy.

### **3.5 Pupils**

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our positive relationships policy.

### **3.6 Parents and carers**

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning

- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

## 7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

## 4. Planning

Long-term plans are in place for all curriculum subjects, which outline the progression in skills, knowledge and vocabulary. Maths, English, History and Geography plans have been written by senior leaders and subject leaders; based on staff and pupil voice and the local context. Other curriculum subjects are taught through highly regarded and recognized schemes. For example:

Phonics- Success for All

PE- Get Set for PE

PSHE and RSE- SCARF by Coram

Science- Kent Primary Scheme, enriched by Developing Experts and Outstanding Science

RE- Kent agreed syllabus

Music, Art/DT and French- Kapow Primary

All Teachers have been given substantial CPD time to develop their knowledge, skills understanding within each subject area. They have subsequently created high quality medium term plans; ensuring explicit progression of knowledge, skills and vocabulary.

All Teachers are also expected to complete a weekly plan, which must be completed and uploaded onto the SharePoint by the Sunday prior to the teaching week. The weekly plan must show the overview of all lessons taught, with clear learning intentions, modelled teaching, independent activities, resources and adult support.

All plans are written with reference to what knowledge and skills the children have acquired previously. We ensure that children are given opportunities to recall and retrieve previous

knowledge, to ensure that learning is embedded into long-term memory and is transferrable between contexts; with real life application.

See our EYFS policy for more details on our school's teaching and learning in the early years.

## 5. Learning environment

When pupils are at school, learning will take place predominantly in the classroom. Whole class and small group activity may also take place in corridor spaces, the Learning Hub, hall or library.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Access to a carpet space for collaborative learning
- Accessible resources for learning such as books, scaffolds and other equipment
- A seating layout that allows everyone to see the board and participate
- Working walls which include scaffolded supports and prompts, access to modelled examples, key vocabulary and purposeful content, linked to the current learning
- High quality displays showcasing learning across the curriculum, to inspire and celebrate progress and success

## 6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able
- Pupils with poor cultural capital

We will do this by:

- Using support staff effectively to provide extra scaffold, support and/ or challenge
- Working with our SEN coordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress

- Using ability groupings and flexible groups for certain subjects where appropriate
- Effectively model expectations and how to be successful, with learning broken down into chunked
- Providing resources to scaffold learning, such as word banks, writing frames, templates and modelled examples
- Provide additional resources for pupils with SEN or recognized learning needs: e.g. task management boards, coloured overlays etc.
- Providing access to real life experiences to further develop cultural capital

Please read alongside the schools' SEN policy, equality statement and Pupil Premium strategy.

## 7. Home learning

Home learning will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available in home learning books and associated resources will be published on the school website.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources can be provided, loaned or made accessible.

Please see the Home Learning Policy for more details.

## 8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

Feedback is important in every lesson. The teaching team aim to ensure that every child receives verbal feedback within the course of a lesson; whether it is during whole class teaching, guided work or independent activity.

Books must be responded to daily, with 'light' marking, following the feedback policy.

Feedback sheets are used to plan appropriate next steps for individuals, groups or the whole class, based on outcomes.

If pupils have not achieved the intended outcome, same day support should be given to ensure that they keep up.

## 9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Formative assessment and good assessment for learning will take place automatically in the classroom every day. Summative assessments will take place three times a year, with thorough data analysis, pupil progress meetings and provision plan meets happening subsequently.

Parents will have the opportunity to meet with Teachers three times throughout the year to find out about their child's social and academic progress and success.

Pupils will receive a written report annually. The written report will link to our school vision: happiness, progress and success, as well as parental engagement. Parents will be informed of all end of year assessments; statutory and optional. Next steps will be provided and will feed into the following years' provision planning and home learning targets.

## 10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Pupil Voice
- Planning scrutinies
- Book scrutinies

A full deep dive into each curriculum area will be conducted on a three year rolling cycle. Subject leads will work alongside the Head of School and/or Key Stage lead to delve into the quality of curriculum in their subject. A written report of findings with next steps must be written, shared and actioned.

## 11. Review

This policy will be reviewed every two years by Head of School. At every review, the policy will be shared with the full governing board.

## 12. Links with other policies

This policy links with the following policies and procedures:

- Positive Relationship policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Feedback policy
- Parent partnership agreement
- Equality Statement
- Presentation Agreement

## **TEACHING AND LEARNING NON-NEGOTIABLES**

Lesson Planning
<p><b><i>At Hadlow Primary School we expect that:</i></b></p> <ul style="list-style-type: none"><li>• All teachers follow their long term curriculum maps to ensure broad and balanced curriculum coverage</li><li>• All teachers create, follow and adapt medium term plans on a termly basis</li><li>• All teachers create weekly plans including all subjects.</li><li>• Weekly plans include learning objectives, teacher led activity, independent activities, use of TA, challenge for all levels, key vocabulary and reasoning and application activities.</li><li>• Weekly plans are printed and given to TAs at the beginning of each week so that TAs have a clear understanding of how to best support teaching and learning in the classroom</li><li>• Weekly plans are uploaded to the Sharepoint by Sunday at 5pm</li></ul>
Teaching, Learning and Assessment
<p><b><i>At Hadlow Primary School we expect that:</i></b></p> <ul style="list-style-type: none"><li>• Lessons start promptly</li><li>• Teachers are well prepared, welcoming and have provided learning opportunities for the children to engage with immediately so that no unnecessary time is wasted during transition</li><li>• The LO is shared with the children at some point during the lesson (It can be at the beginning or after an initial hook)</li><li>• Recipe's for Success should be used (when appropriate) to support the children with how to achieve their LO</li><li>• KS2 children should be able to talk confidently about their own personal targets and this should be recorded in the CT's preferred way</li><li>• All activities are to be modelled appropriately so that the children have the tools to achieve</li><li>• Relevant tier 2 and tier 3 vocabulary is explicitly taught in every lesson</li><li>• Questioning is used in every lesson to develop critical thinking and to assess learning</li><li>• Lessons are engaging and promote purposeful discussion in groups and with talk partners</li><li>• All lessons have effective pace so that every child achieves to their full potential</li><li>• All lessons provide opportunities for children to independently consolidate and extend their learning</li><li>• Teacher talk is focused and purposeful</li></ul>

- All children get the opportunity to engage in high level talk to consolidate their thinking and extend their vocabulary during each lesson
- Assessment for learning underpins all levels of support and challenge within a lesson and all within all sequences of lessons
- All children are expected to make progress towards their LO or personal targets in every lesson
- Plenaries may be used throughout the lesson to review, consolidate, extend and celebrate learning

## **Feedback**

### ***At Hadlow Primary School we expect that:***

- All staff follow Hadlow Primary School's feedback policy, procedures and code consistently (see Appendix B)
- Feedback is manageable for teachers and accessible to all pupils in the school
- Feedback provides consistency and continuity throughout the school so that children have a clear understanding of teacher expectations
- Our feedback expectations are consistently followed by all teachers, TAs and supply teachers across the school
- Feedback relates to the learning questions and success criteria shared with the children and/or their own personal targets
- Feedback gives pupils opportunities to discuss and reflect on their learning, with clear strategies for improvement
- Verbal feedback is the primary approach and is consistently delivered to pupils 1:1 and in groups to ensure that children have every opportunity to achieve their LO and/or personal learning targets within each lesson
- The impact of verbal feedback is clearly evidenced in books
- Children have opportunities to self-assess and peer assess regularly
- Any written feedback should be neat and cursive, in line with our high pupil expectations
- Feedback is seen by the pupils as a positive in improving their learning
- All feedback has a positive impact on children's learning and progress

## **Environments**

### ***At Hadlow Primary School we expect that all classrooms:***

- Provide a safe, calming and nurturing space with limited furniture, clutter free work tops, appropriate sized carpet space and neutrally backed display boards with borders.
- Promote the School Rules, School Values and the British Values
- Promote a growth mind set through display and dialogue
- Have a Zones of Regulation display and toolkit, which is accessible to the children
- Be fully inclusive and cater for the needs of individual children as appropriate

- Have a cosy and comfortable Book Corner to inspire a love of reading
- Include an English and Maths working wall
- Include a display for Science and a Geography/History display with cross curricular learning links (children's written work, links to other subjects key vocab, LOs, children's work, key prompts, pupil comments and questions, photographs)
- Display key words and technical vocabulary for all curriculum areas
- Celebrate beautiful work, with a focus on writing for different purposes across the curriculum
- Have clearly organised and labelled resources to increase children's independence
- Display a visual timetable
- Display a number line (appropriate to year group) and an alphabet, linked to the Phonics Scheme

### **Working walls/Learning Journey**

Each classroom supports learning through the use of a working wall for English and a Learning Journey for Mathematics. Working walls/Learning Journeys are, by definition, a work in progress.

A working wall/Learning Journey should:

- Support children's learning towards curricular targets
- Model the learning process and learning steps
- Include key vocabulary and definitions
- Include modelled examples of learning
- Display useful prompts and reminders
- Support learning by acting as a reference point for independent learning and self-assessment
- Be added to by both adults and pupils
- Reflect ideas and strategies from the week

## Presentation

### ***At Hadlow Primary School we expect that:***

- All staff follow the handwriting policy for their current year group
- All staff ensure that pupils follow the presentation agreement consistently
- All learning is of the highest standard in all areas of the curriculum – writing should be as high quality in Science (for example) as it is in English
- Rulers are used for diagrams, tables, charts, graphs, underlining dates, titles and margins
- There are no doodles on or in books
- Erasers are not used- children cross out mistakes with a pencil and a ruler so that the learning process is evident
- Pink and green pens are used for marking and feedback
- Purple pens are used for children’s self-editing and assessment

**Make Good  
Choices**



**Show Respect  
and Kindness**

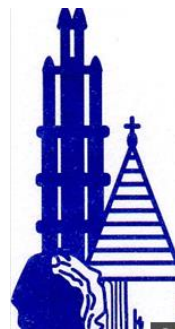


**Do Your Best**



## Appendix C: Presentation Agreement

### Hadlow Primary School Presentation Agreement



#### Maths

- ❖ All Maths work to be completed in pencil
- ❖ A 2cm margin to be drawn on the left hand side of the page (KS2)
- ❖ Short date to be written and underlined on the left hand side of the page
- ❖ Learning objective to be written in the centre of the page on the next line (or sticker for KS1 and any LA children)
- ❖ All Learning objectives to be spelt correctly- non negotiable
- ❖ All calculations to be numbered and completed on a new line
- ❖ Any learning stuck into books to be trimmed and stuck neatly
- ❖ After a piece of work is completed, begin the next piece of learning on a new page
- ❖ All marking to be written cursively and initialed by the person completing it

#### English

- ❖ Only children awarded with a pen license in Friday's Achievement Assembly to write in pen
- ❖ Long date to be written on the left hand side of the page
- ❖ Learning objective to be written in the centre of the page on the next line (or sticker for KS1 and any LA children)
- ❖ Both date and learning objective to be underlined in pencil
- ❖ All Learning objectives to be spelt correctly- non negotiable
- ❖ Any learning stuck into books to be trimmed and stuck neatly
- ❖ Pencil to be used for any diagrams or tables
- ❖ All marking to be written cursively and initialed by the person completing it

**NO RUBBERS ARE TO BE USED. MISTAKES AND ASSOCIATED IMPROVEMENTS ARE CELEBRATED!**

## HADLOW PRIMARY SCHOOL

### FEEDBACK POLICY

#### Effective Feedback, Recording and Reporting

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*"Happiness, Progress, Success!"*

#### **Rationale**

Assessment links teaching and learning. Assessment is a vital part of teaching, enabling the teacher to evaluate the impact of teaching, the children's level of understanding and any misconceptions they may have. Assessment should inform both the teacher and the pupil of next steps in learning. Assessment enables teachers to identify gaps in knowledge and misconceptions that need to be addressed.

Hadlow Primary School is committed to providing relevant and purposeful feedback to pupils. Feedback intends to serve the purposes of valuing pupils' learning, helping to evaluate how well the learning task has been understood, highlighting specific areas of success and areas for further improvement. Feedback should be a process of creating a dialogue with the learner, through which successes can be highlighted and questions asked; the learner is actively involved in the process. Its purpose is to enable children to become self-managing learners, who take responsibility for their own learning and help them to close the gap between current and desired performance. As Ofsted states, effective feedback must 'ensure that pupils know how well they have done and what they need to do to improve.'

#### **Aims**

This assessment policy, which includes effective feedback, recording and reporting, is based on a set of aims which reflect our educational philosophy and support the overall vision and aims of the school.

This policy will help pupils to:

- recognise and celebrate a wide range of achievements
- identify their strengths and areas for reinforcement and development
- take responsibility for, and make informed judgements about, their learning
- understand how to improve their work in order to achieve the learning objective
- compile a record of their personal achievements

This policy will help teachers to:

- be aware of their pupils' achievements in order to guide their future learning
- evaluate the effectiveness of teaching strategies and materials in their curriculum planning
- Maintain a healthy work/life balance

This policy will help the school to:

- make informed judgements relating to the way the school's curriculum including the National Curriculum is planned and resourced
- communicate pupils' achievements effectively to parents, governors and other stakeholders

### **Principles**

1. Assessment is at the heart of teaching and learning.
  - a. Assessment provides evidence to guide teaching and learning.
  - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
  - a. Assessment is inclusive of all abilities.
  - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
  - a. Assessment outcomes are used in ways that minimise undesirable effects.
  - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
  - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
  - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
  - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
  - c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
  - a. The purpose of any assessment process should be clearly stated.
  - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
  - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
  - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent.
  - a. Judgements are formed according to common principles.
  - b. The results are readily understandable by third parties.
  - c. A school's results are capable of comparison with other schools, both locally and nationally.
7. Assessment outcomes provide meaningful and understandable information for:
  - a. pupils in developing their learning;
  - b. parents in supporting children with their learning;

- c. teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
  - d. school leaders and governors in planning and allocating resources; and
  - e. government and agents of government.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

### **Feedback Procedures**

- When marking across all subject areas, teachers use **'Pink for Pleased'** to show success and **'Green for Growth'** to show areas for improvement.
- A **'Purple Pen of Progress'** will be used for children to make specific and immediate changes through editing and improving their learning.
- A purple pen will also be used to signal peer assessment or self-assessment carried out by the children.
- A pink highlighter will be used to highlight the overall success against the LO.
- Verbal feedback will be the prime approach to ensure immediate and purposeful impact
- Effective verbal feedback will include supportive and positive comments to highlight successes, related to the learning objective and success criteria.
- Effective verbal feedback will question children to see if they can identify areas of improvement to reflect and respond to, relating to the learning objective and success criteria. This can be more guided if the child is struggling to self-reflect.
- Specific verbal feedback comments will be signalled using 'VF' and will give a short-hand comment to signal what has been discussed. The children will then reflect on this discussion, and impact from this point should be evident in their learning.
  
- If a child has not achieved the specific learning question, there must be evidence that extra support has been given to consolidate the learning of that child, either verbally or through additional support.
- Teaching assistants and supply teachers mark according to the policy.
- A child friendly marking poster will be displayed in all classrooms so that children know the meaning of symbols and colours used in their marked work.

### **Feedback for Improvement**

When staff may see learning that requires further support, consolidation or opportunities for challenge. The emphasis when giving feedback should be on both success and areas for development against the learning objective and success criteria. Specific tasks or areas of focus should be given to the children, with them being given time to discuss, reflect and respond to the feedback shared with them. This may be as a group and structured as pre teaching, a challenge group or a help group at any point during the school day.

### **Peer Assessment**

Peer assessment is a valuable tool used to improve learning; it must be an activity that engages children with the quality of their work and helps them reflect on how to improve it. Peer assessment enables children to give each other valuable feedback so they learn from and support each other. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge each other enables children to achieve beyond what they can learn unaided

### **Self-Assessment**

Peer assessment helps develop self-assessment, which promotes independence and ownership of the children's own learning, assessing their own successes and thinking about how to improve further. This may be in the form of a success criteria checklist or a written comment to evaluate their own learning and progress within the lesson.









- To ensure ownership and security of understanding, the child whose work is being discussed should hold the purple pen and make necessary mutually agreed changes.

### **Summative Assessments**

Termly assessments will be carried out to identify the children's substantive and disciplinary knowledge against each of the foundation subjects. This will be reported to subject leaders to further inform their curriculum monitoring and adaptation.

**Over time, all these strategies, as well as others, will be used to evaluate pupil understanding and identify gaps or misconceptions**

## Feedback Code

	I have met my steps to success and achieved my learning question
	My answer is correct!
	My answer is incorrect, and needs to be checked
	I have corrected my mistake
	I need to check my punctuation
	I need to read and respond to my improvement comments
	I must improve this word or phrase
	I must insert a missing or an improved word
<b>PA</b>	My learning has been assessed by a friend (peer assessment)
<b>SA</b>	I have assessed my own learning (self-assessment)
<b>CT</b>	My learning has been supported by my Class Teacher
<b>TA</b>	My learning has been supported by my Teaching Assistant

<b>GW</b>	I have taken part in a Guided Writing group
<b>VF</b>	My teacher has discussed my learning and next steps with me verbally
<b>I</b>	I usually work with support, but today I completed a task independently

## Appendix G: Assessment Cycle

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Mathematics</b>						
In-school formative assessment (on	Feedback and marking in books.					
In-school summative assessment	EYFS Baseline Kent Test	Test papers	Tracking/ APP	Test papers	Tracking/ APP	Test papers Y2 optional SATs
Moderation	Moderation carried out by Maths leader		Moderation carried out by Maths leader		Moderation carried out by Maths leader	
National assessment					Y6 SATS Y4 MTC	
<b>Reading</b>						
In-school formative assessment	Children assessment every week in Guided Reading and assessment data updated.					
In-school summative assessment	EYFS Baseline RAP	Test papers	RAP	Test papers	RAP	Test papers Y2 optional SATs
Moderation				Moderation carried out by English leader		Moderation carried out by English leader
National assessment					Y6 SATs	Y1 Phonics screening
<b>Writing</b>						
In-school formative assessment	Ongoing feedback in books and tracking of composition, skills, spelling and handwriting					
In-school summative assessment	Kent Test	Tracking/ APP	Tracking/ APP	Tracking/ APP term 4	Tracking/ APP	End of KS1 Framework End of year tracking

Moderation		Moderation whole school	Moderation with local school	Moderation with collaboration	Moderation whole school	Moderation whole school/ Y2 and 6 county or internal moderation
National assessment					Y6 SATS	
<b>Science</b>						
In-school formative assessment	Ongoing teacher assessments in lessons. Updating assessments after each unit taught.					
In-school summative assessment		Tracking/ APP		Tracking/ APP		Tracking/ APP
Moderation		In-school Moderation		In-school Moderation		Collaboration Moderation
National assessment					Y2 & Y6 TA	
Other subjects	11+ Tests – Y6				CATs Tests (Y5)	
SEN	Provision Maps reviewed and updated termly. SENCo to attend all PPMS.					
Pupil progress meetings		End of T2		End of T4		End of T6 – transition meeting
Reporting to parents		Consultations start of T2		Mid-term report and consultations in mid T4		Reports end of T6

\*RAP= Reading Assessment Pathway- FFT assessment

Appendix I: Environment Checklist

**Hadlow Classroom Environment Checklist**

	What to have	Present	Comments
<b>Rules, Ethos and Safety</b>	Safeguarding posters		
	Safer internet poster		
	School rules		
	School values- <i>Relationships, Recognition, Reflection, Regulation and Resilience</i>		
	British values		
	Growth mind-set display		
	Zones of regulation- 4 zones, visuals, vocab		
	Zones of regulation- toolkit		
	Zones of regulation- how big a problem?		
<b>Accessibility</b>	Classroom door sign- front and back		
	Children's resources are accessible		
	All trays are labelled		
	Resources are well organised		
	Table baskets with helpful, everyday resources		
	Adequate room for movement between tables		
	All children can see the board		
	Left handed children considered		
	Dyslexic/ impaired children seated close to board		
	Surfaces clear and uncluttered		
<b>Book Corners</b>	Fiction and non-fiction are labelled		
	Access to dictionaries and thesaurus'		
	Access to poetry books		
	Inspirational quotes on display		
	A comfortable area where children can sit and explore books		

	An engaging area to celebrate books and the love of reading		
	Books are limited and replenished termly to ensure variety and safe keeping		
	A wide range of texts for all abilities and interests		
Working Walls Maths/ English	Vocab linked to the topic		
	Helpful visuals linked to topic		
	Worked examples		
	Updated regularly to support with current learning		
	Pupil and teaching team input		
	Real objects where necessary-shape/ money etc.		
Displays	A termly Science display- title, key vocab, written work, real objects, photos, key questions etc.		
	A termly topic display- Geog or History (written work, photos, art, key questions, vocabulary, real objects)		
Must- haves	Phonics grapheme chart on display (SFA Phonics in EYFS and KS1)		
	Cursive alphabet on display		
	Maths symbols and vocab on display		
	KS1- days of the week, months of the year		
	X table help		
	Current spellings on display		
	Colourful Semantics visuals		
	Letter Join visuals		

**Please try to keep wall space around working walls and displays as clear as possible, to avoid overstimulation.**

**Please keep colours neutral and calming.**

**Please ensure all cupboards and surfaces are neatly organised.**

**Carefully consider your outside learning space- does it have everything the children need to be successful?**

**Ensure your external door area is tidy and welcoming.**