ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

Teaching and Learning Handbook

Policy Reviewed: September 2026

'Educating a community of life-long learners'

Teaching and Learning Handbook

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Teaching and Learning at ARH

This handbook details our approach to Teaching and Learning, our Curriculum, as well as our approach to Feedback and Assessment. We have pulled these policies together as the three concepts are constantly interconnecting and work in tandem with each other.

Our curriculum has been organised and established in consultation with all teaching staff. It is regularly reviewed and developed in accordance with the School Improvement Plan. Our curriculum is central to the ethos of our school to promote a thirst for knowledge and a passion for life-long learning. Our curriculum equips pupils to be independent and responsible citizens and prepared for their next stage in learning. The School's Mission Statement is:

'Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.'

Our curriculum is the vehicle to empower pupils with knowledge and skills and our teaching and learning approach is how we deliver this. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

Aims

Our approach to Teaching and Learning aims to:

- Give pupils the knowledge they need to be successful within our school and later in life.
- Provide a broad and balanced curriculum that meets the objectives of the National Curriculum.
- Provide a rich and engaging curriculum that is centred on the needs and interests of our pupils.
- Allow pupil's voice to be heard.
- Make links across other areas of the curriculum to further embed and extend pupils' understanding so that children apply knowledge and learning in practical ways both inside and outside the classroom.
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- Embed key skills in order to prepare children for life in modern day Britain.
- Provide a creative approach to planning and delivery that has clear and specific learning outcomes.
- Provide children with purposeful feedback as close to the learning as possible. There is a shared aim for feedback to be positive, encouraging and meaningful for each child.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Support the ethos of the school.

- Develop social skills and encourage children to become more active citizens within the school community and beyond.
- All staff have the skills and knowledge to identify gaps in pupils' learning and to address this through their teaching
- Develop a sense of community and belonging which contributes to our local community through direct interaction and making links with local organisations.

Responsibilities and Roles

The Headteacher and Governing Body have overall responsibility for our Teaching and Learning approach, supported by the Teaching and Learning Leads.
The Teaching and Learning Leads are responsible for overseeing the delivery of the Curriculum, Teaching and Learning and Feedback and Assessment through:

- Liaising with subject leaders and coordinators.
- Providing regular Inset and staff training.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised.
- Observing learning and teaching to ensure progress is being made within and across subjects and that children are receiving timely and purposeful feedback.
- Regular reviews of the curriculum and our teaching and learning approach through open dialogue.
- Speaking with the pupils about their learning.
- Subject leaders and coordinators are responsible for progression and assessment within their subject area.

All teaching staff are responsible for:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards.
- Follow the expectations as set out in this policy.
- Strive to make every lesson count.
- Update parents and carers on pupils' progress through a written report twice a year and through twice yearly parents' and carers' evenings.
- Seek advice, when required, regarding Teaching and Learning, Assessment or Curriculum as well as attending CPD sessions provided by the school and external agents, as appropriate.
- Planning and delivering the curriculum on a day-to-day basis and for making cross-curricular links where appropriate.
- Making amendments to planning in order to optimise learning opportunities when they arise.
- Promoting pupils to use cross-curricular subject knowledge and skills to master learning across subjects.
- Ensuring there is appropriate challenge and support so all pupils make accelerated progress and can access learning opportunities.

- Using the local area and outdoor learning as much as possible.
- Ensuring the curriculum is taught in an engaging manner, relevant to pupil and community needs, which is in-line with the school ethos and context.
- Ensuring the curriculum is sequential and progressive. Staff use the progression documents as a planning and teaching tool as this ensures knowledge and skills are built upon.

Subject Leaders and Coordinators will:

- Help to create a well-sequenced, broad and balanced curriculum that builds knowledge and skills.
- Create, review and amend Progression Documents for their subject. These will detail the knowledge, skills and vocabulary that pupils need to acquire as well as highlighting where new knowledge builds upon previous knowledge.
- Use their budget effectively to resource their subject, providing teachers with the necessary resources for learning.
- Drive improvement in their subject, working with teachers to identify any challenges.
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing performance data. This could include assessment data, learning walks of lessons, pupil conferencing, planning audits and discussions with staff.
- Improve on areas for development identified in their monitoring and evaluating activities.
- Improve on areas for development identified in the School Improvement Plan.
- Create and share clear intentions for their subject.
- Encourage teachers to share ideas, resources and good practice.

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 and across the curriculum.
- Manage resources to support high-quality teaching and learning.
- Provide support and guidance to other staff through coaching.
- Input and monitor the impact of continuing professional development (CPD) and give staff opportunities to improve their teaching and learning practice and subject knowledge.
- Promote teamwork at all levels.
- Address underachievement and intervene promptly.

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning through Governor Challenge questions at meetings.
- Monitor the impact of teaching and learning strategies on pupils' progress through learning walks with school leaders and discuss data by identifying strengths and areas for improvement.
- Monitor the effectiveness of this policy and hold the Headteacher to account for its implementation through the monitoring activities completed during Curriculum and School Improvement meetings. These activities can take the form of learning walks, book audits, staff or pupil conferencing as well as discussions with senior leaders.

What is our Curriculum?

Our curriculum is predominately ARH crafted to suit the needs of our children. We see the National Curriculum as an outcome and our curriculum is the progression model to reach this outcome. We use thematic links across and within subjects where appropriate. To support and promote English we have a novel centred approach. Our progression documents highlight core learning, skills, vocabulary, and prior learning. These give a progressive and sequential approach and these inform our teaching plans. We appreciate and respect each subjects and teach the subjects separately within separate books.

How do we achieve this?

- Subject leaders and coordinators write and monitor/evaluate their own area.
- Wondernoon to start each topic so children can explore, investigate and wonder.
- Make our lessons engaging and practical whenever possible.

What is ARH Teaching and Learning?

Each lesson has a clear and explicit learning outcome within a sequential and progressive teaching sequence. We prioritise vocabulary and reading. We use adaptive teaching strategies so as many children as possible achieve the lesson's outcomes. Within learning sequences, children are given time to collaborate, practise and embed their understanding. Each lesson recalls prior learning. Staff expect children to take part in the lessons and hold children to a high level of accountability.

How do we achieve this?

- Follow our progression documents which outlines core knowledge.
- We use cold calling, checking for understanding and questions to probe knowledge.
- We break learning into short chunks.
- We use models using I do, we do, you do.
- Refer to our IFS
- Prioritise fundamentals
- Adaptive teaching – use of scaffolds (verbal, written and physical)

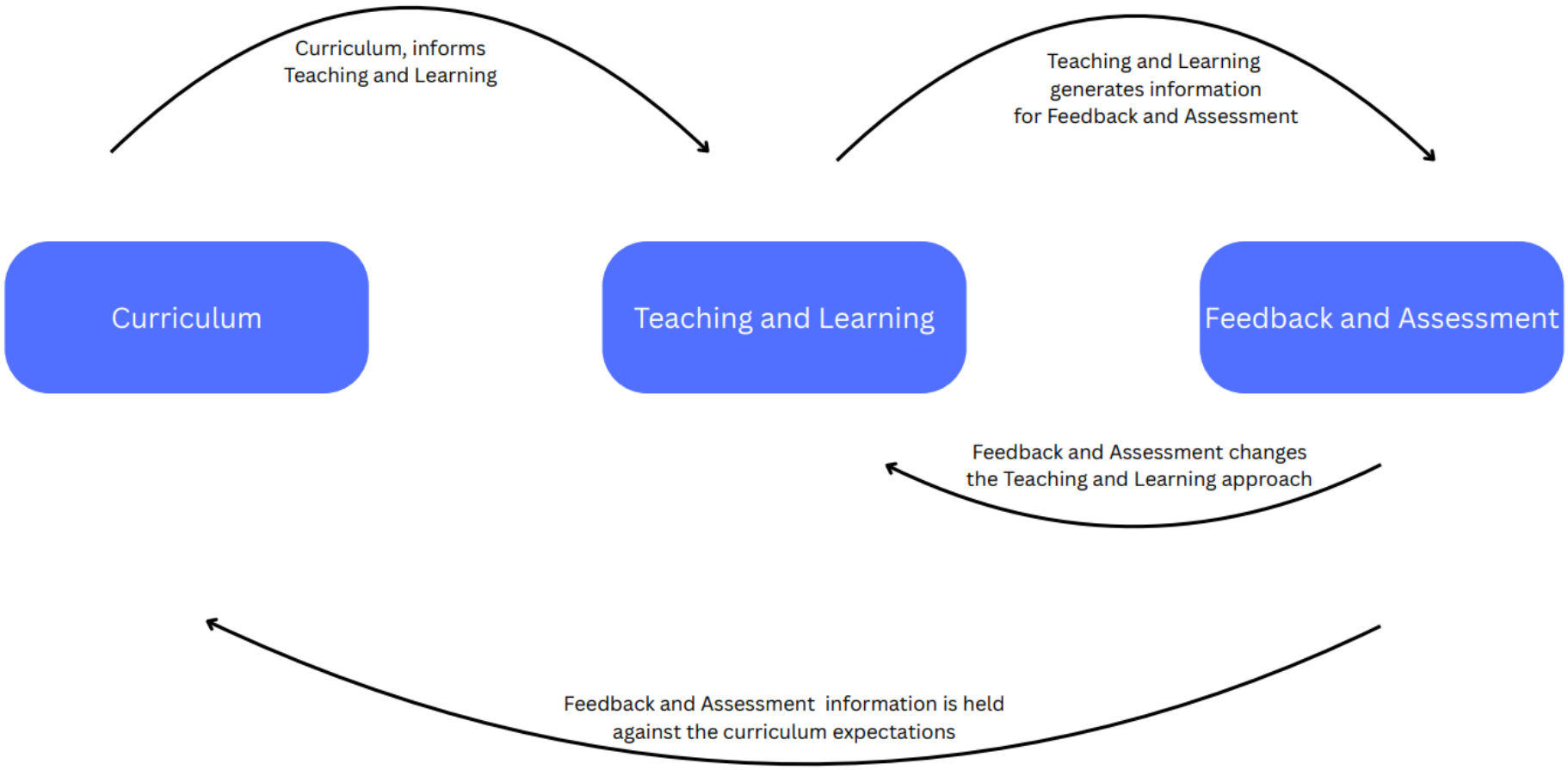
What is our approach to Feedback and Assessment?

We value feedback and realise its power. We use feedback and feedforward to identify where a child is in their learning and what their next steps are. Our assessments provide useful information for children, parents / carers, Governors and SLT. We are considerate of teacher's workload and prioritise verbal and 'in the moment' feedback and assessment. We assess is a wide variety of ways.

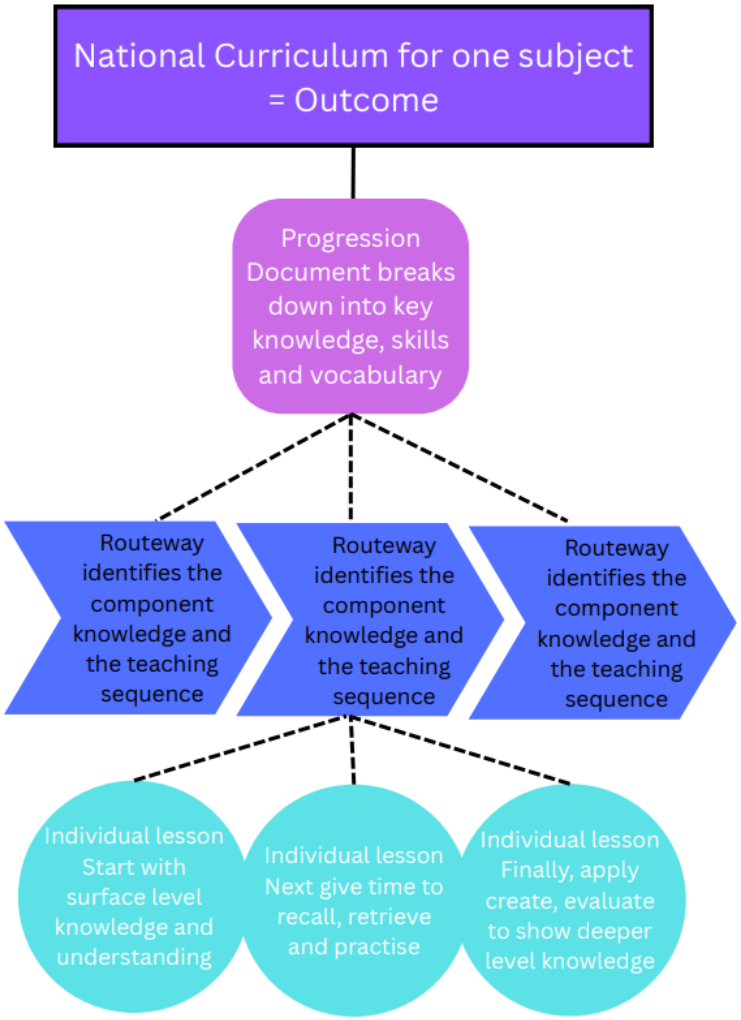
How do we achieve this?

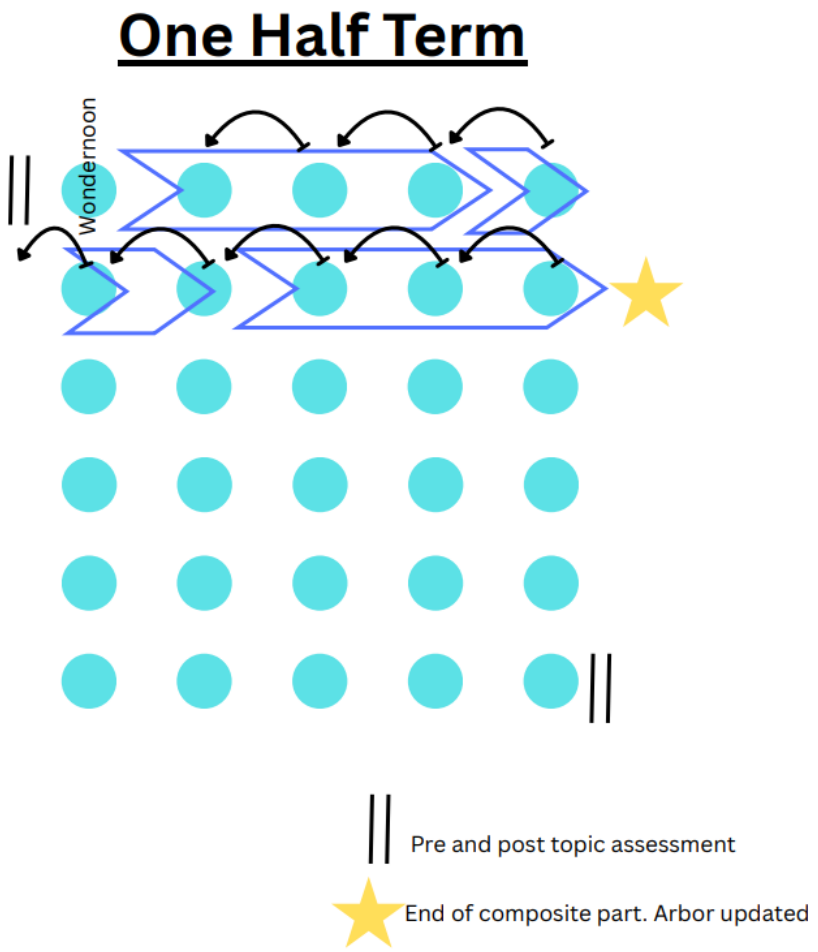
- Prioritise 'in the moment' feedback and verbal feedback.
- Utilise TA pick-up and teacher pupil conferencing.
- Use feedback sheets for all areas of the curriculum which highlight misconceptions and teaching actions.
- Arbor has all assessment information in one place.
- We have a flat scale approach.
- Summative assessment looks at the big picture and gives a comparison to national figures.
- Pupil Progress Meetings reflect and focus on next teaching steps.
- Learning is a process which starts with Recall, Remember, moves to Using and Understanding and finally Mastering.

How do these three components work together?

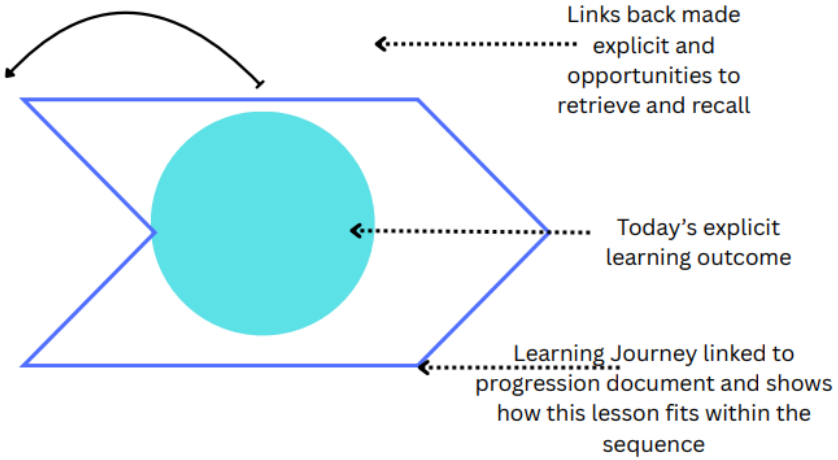


How we plan from the National Curriculum



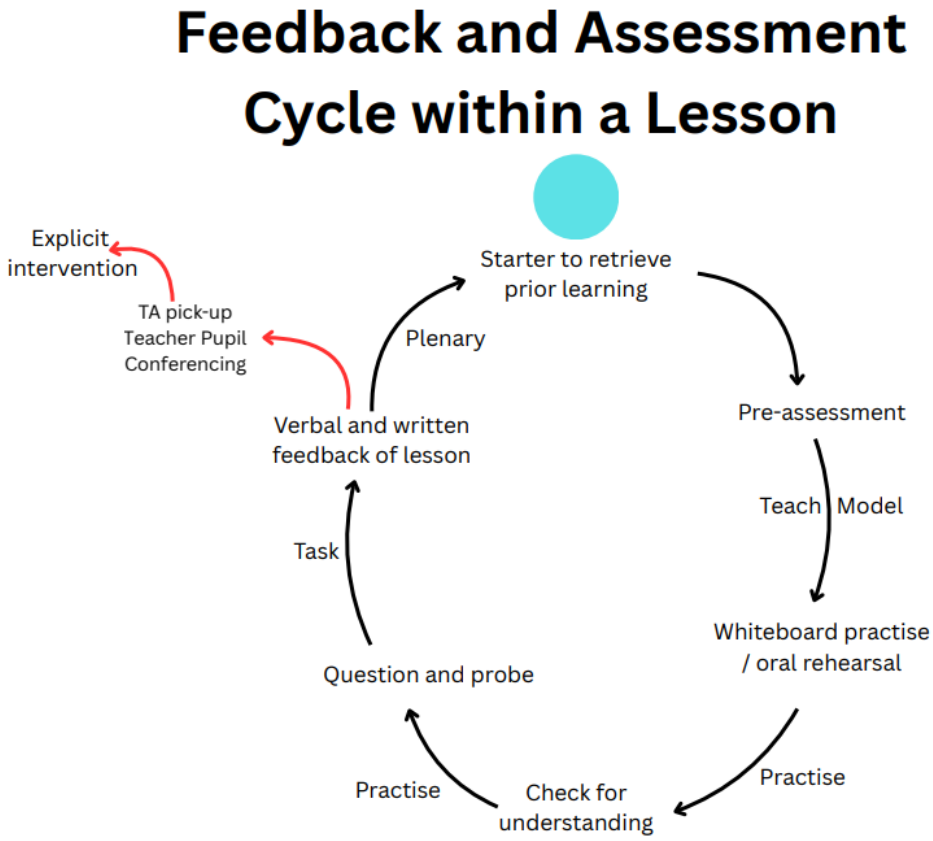


How our Teaching and Feedback work Together



Each Lesson Typically Includes:

- Starter to engage learning and recap / retrieve prior learning
- Sharing learning journey
- Explicit teaching, model and worked examples
- Opportunities for talk and collaborative thinking
- Time to practise and rehearse
- Task to apply
- Link to an IFS (as appropriate)
- Plenary



ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

Teaching and Learning Policy

Policy Reviewed: September 2026

'Educating a community of life-long learners'

Teaching and Learning Policy

Planning

Planning is a process, not a product. It has one purpose: to enable high quality delivery which enables all pupils to learn. All teachers need to be clear and precise about the knowledge and skills they want pupils to learn in every lesson. Planning is about hard thinking, not form filling. Teachers should spend time thinking about what they want pupils to learn first before they give consideration to what they want pupils to do.
The questions teachers need to ask when planning a lesson are:

- Where are the pupils starting from?
- Where do you want them to get to?
- How will you know when they are there?
- How can you best help them get there?

Learning Objectives

It is important that teachers, pupils and support staff are all clear about the key learning that will take place in a lesson. Teachers should make learning objectives explicit to pupils and these are recorded in books, as appropriate.

Long-term planning

The long-term plan for the curriculum can be found on our school's website. Our school uses Progression Documents for the majority of subjects across our school. These detail the knowledge, skills and vocabulary that pupils need to acquire as well as highlighting where new knowledge builds upon previous. Mathematics does not have a Progression Document as we follow, and adapt where necessary, the AET Mathematics Curriculum. For Music, we use the Charanga platform and here we have our ARH Music curriculum. For French, children in KS2 follow Language Angels.

Short term planning

Year groups have weekly PPA time to complete their planning and preparation; all year groups have time together so that workload can be shared across the team. There is an expectation that teachers will plan for the year group within a subject(s) and then individual teachers will adapt these plans according to the needs of their class. We do not expect teachers to produce individual lesson plans, but we do expect that all lessons will be thoroughly planned. Evidence of this can be seen through the ActivInspire flipcharts created, where appropriate. There is an expectation that these flipcharts will be detailed enough for a cover teacher to follow and we encourage teachers to use 'Teacher Notes' at the side of the flipchart page to give more information.

There is an expectation that all planning is completed the Friday before the teaching week.

Planning to meet the needs of all pupils

Knowledge of the pupils, their prior attainment and specific needs, is a key part of planning. Teachers are expected to know the profile of the pupils they teach by looking at pupil data within the assessment system (Arbor), MIS for contextual information and SEND pupil profiles saved on Arbor as well as historical/current safeguarding information on CPOMs.

High quality teaching is the first wave of intervention for meeting the needs of SEND and EAL pupils. When planning, teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners, so that most pupils find a learning-fit most of the time. Adaptive teaching strategies should be utilised to ensure there are high expectations for all pupils. Please see the Adaptive Teaching section of this policy below for more information.

Alongside high-quality teaching, it may be necessary for SEND or EAL pupils to receive further interventions to target specific needs. These need to be planned over time to ensure a quality first approach which meets the needs of all pupils and groups, and maximises the use of any additional adults in the room. Interventions are tracked using Arbor (see SEND policy for more information).

Teaching

"Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Wiliam)

Teachers must be explicit about the key knowledge and vocabulary that all pupils must use. Pupils must know the knowledge and key skills teachers want them to learn and the language they are expected to understand and use. We are all teachers of literacy. The quality of both pupils' and teachers' language, through instructions and questioning, are significant determinants of progress.

High-quality teaching strategies

High-quality teaching strategies allow all pupils to access learning and succeed with even the most challenging content if scaffolded appropriately. What a "typical lesson" will look like will vary from subject to subject and individual teachers may utilise a variety of strategies, based upon their professional judgement and knowledge. However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons.

Challenge

We should have high expectations of all pupils all of the time. It is good for pupils to struggle just outside of their comfort zone. Pupils are expected to be engaged with all parts of the lesson and the aim is for pupils to become independent learners over the course of their

study. We aim for pupils to see challenges as an opportunity to stretch themselves but the challenge should be just within their reach. To facilitate challenge, we encourage open-ended activities where there is a low threshold but a high ceiling as these allow pupils to fully explore a concept and are able to work with their peers.

Explanation

Teacher instruction should be planned with an awareness of the demands on pupils' cognitive load, by presenting new material in small steps. We expect teachers to:

- Limit the amount of material pupils receive at one time.
- Give clear and simple instructions and explanations.
- Think aloud and model steps.
- Use more time to provide explanation and provide many examples.
- Re-teach as necessary.

Modelling (I do)

We expect teachers to teach to the top with expert instruction and modelling. To learn how to do something in the first stage, pupils need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves. Modelling supports explanation and can help pupils to make abstract ideas concrete; this is an important first step. This can be done by:

- Demonstrating a worked activity in front of pupils, e.g. using a visualiser, completing a modelled example on the whiteboard or showing a process using physical resources.
- Using 'think aloud' to show the thought process.
- Showing that it is ok to make a mistake and model empathy, e.g. I found this bit challenging too.
- Integrating quick-fire questioning e.g. why am I doing this now? These questions allow teachers to check for understanding whilst keeping engagement and participation rates high.
- Provide model answers.

Guided Practice with scaffolding (we do)

At this second stage, pupils are able to work with the teacher to complete examples together using the model from the first stage to support. Worked examples and scaffolding are used to support all pupils to demonstrate their learning. These scaffolds could include: sentence starters, key word definitions, making procedural steps visible, etc. Effective class discussion and questioning can happen at this stage.

During the Guided Practice phase, pupils' responses are overseen by the teacher and any misconceptions are then highlighted. It may be appropriate for the teacher to give further models or examples to address misconceptions. It may also be appropriate for teachers to

re-teach or re-phrase a concept to help children understand. We encourage teachers to work alongside their pupils and this may mean that some classes in a year group spend longer in this second phase than others.

Independent, deliberate practice (you do)

Pupils should be provided with the time they need to practise new material in a number of ways in order to master it. In this third phase, scaffolding will be reduced or removed for the majority of pupils. This is the component that will look the most different across the different subjects, but all practice should be careful, deliberate and ideally just outside of pupil's comfort zone.

Talk within Lessons

We believe that talking within lessons is very important as this allows children to process their thoughts; make links; hear other opinions and approaches, as well as developing effective talking and listening learning behaviours. Every lesson should include pupils talking. This can be to a partner or with a wider group of pupils. Teachers have received training upon oracy and the place this holds within the curriculum. Teachers use sentence stems, talk tasks and promote vocabulary during these sessions.

We expect all children to be involved in the talking part of the lesson. To enable this, we encourage thinking time by using 'Think, Pair, Share.' This involves:

- The teacher presenting an open-ended and carefully thought about question or problem.
- Independent thinking time which may be supported by sentence stems, additional questions or vocabulary.
- Time for pupils to share their ideas. This is often modelled to pupils to ensure this is a purposeful exchange of ideas.
- Opportunities to share with further pupils in the class. Pupils may volunteer their ideas through raising their hand or the teacher may 'cold-call' by asking an individual to contribute. Other strategies for gathering in answers may include: popcorning, whispering-out, sweeping arm, random name generator, etc.

Responsive Teaching

Teachers should ensure that learning has stuck by checking for understanding. All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt. If learning is not yet secure for pupils, the lesson should be adapted or retaught differently.

For responsive teaching, teachers can use:

Questioning

Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend pupil understanding. Teachers should ask lots of questions, to lots of pupils, and then use what they learn from this process to adapt and reshape teaching within and between lessons. The majority of questions should be done through cold calling, with targeted questioning used to support and challenge pupils. Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc.

Retrieval Practice

Retrieval is a learning strategy that should be used regularly in lessons to support pupils with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner. When used at start of lesson as a "Do now" activity, it can help to recap prior knowledge needed for today's lesson and support teacher with understanding prior learning of the class.

Use of Effective Feedback

Feedback exists in many forms (e.g. teacher marking of books, whole class marking sheets, verbal feedback, peer and self-assessment), but what matters is what pupils do with it. Effective feedback should:

- Be frequent and timely.
- Always generate action to have an impact on the learning.
- Be specific and focused on the most prominent areas to improve.
- Be accompanied by support in how to be successful and the next step. This next step may be a teaching next step which will be covered in the next lesson, or a pupil may receive one-to-one (or small group) support by a member of staff to address the misconception.

Marking and Assessment

(See Feedback and Assessment Policy for more details)
Marking and assessment have two purposes.

- It allows pupils to get feedback which they act on to make progress over time.
- It informs a teacher's future planning and teaching.

Effective marking should be meaningful, manageable and motivating for the recipient whilst simultaneously being manageable and sustainable for the teacher. Marking must be primarily formative, may be selective, and be clear about what pupils must act upon to improve their work.

Further Adaptive Teaching Strategies

Teachers across ARH may utilise further Adaptive Teaching Strategies. These could include:

- Scaffolding learning – this could be through written scaffolds (sentence stems, key questions, gapped examples), physical scaffolds (additional adults, peer support or practical demonstrations) or verbal scaffolds (teachers altering the amount or complexity of vocabulary, verbalising thought or altering questioning).
- Pre-teaching
- Pupil conferencing or post-teaching
- Use of resources – these could be manipulative in Mathematics, practical writing equipment or technology to assist a child, for example.
- Adapting the way work is recorded. Pupils may be given an alternative way to record their learning, for example, they could record their written work through oral retelling and the use of computing tablets.
- For further strategies, please see Appendix 1

The Learning Environment

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all pupils feel safe, supported and valued. To ensure all pupils are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to have:

- High expectations – teachers should always have high expectations for learning and
- behaviour for all their pupils and should:

    - Teach to the top, with necessary scaffolds to support those who need it.
    - Promote active engagement, not just compliance.
    - Establish a growth mindset culture where mistakes are celebrated through the use of language such as “not there yet.”
    - Focus praise on effort and value the “struggle of learning.”

- Positive relationships with the pupils in their class - teachers build positive relationships with all pupils through positive behaviour management. This is achieved through:

    - Welcoming all pupils into your class by either greeting them at the door or when they line up on the playground.
    - Using positive framing to remind pupils of expectations and learning routines.
    - Using meaningful praise and rewards as much as possible e.g. raffle tickets, certificates
    - Providing pupils with the opportunity to change their behaviour before giving a consequence. We follow the 3Cs: Choices, Chances and Consequences.

- Having restorative conversations, when necessary, e.g. after a behaviour incident.
- Demonstrating consequences are temporary, e.g. new lesson, fresh start
- Having clear and consistent routines and procedures– so there is a safe, orderly learning environment and learning time is maximised.
- Ensuring title, learning objectives and starter activity are shared on board from the very start of the lesson – learning begins immediately, every minute matters.

Home learning, or homework, will support pupils to further develop their learning outside of the classroom. It will be planned, meaningful and set in accordance with the Homework Policy.

Monitoring and Evaluation of Teaching and Learning

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

- To make secure judgements of teaching and learning across the school.
- To monitor and evaluate the progress of pupils.
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained.
- To identify training needs across the teaching and support staff and drive the CPD programme.

Each phase has a dedicated member of the Senior Leadership Team. Their role is to both support and professionally challenge the teachers in their phase. SLT will monitor and evaluate the impact of teaching on pupil's learning through:

- Conducting learning walks both formally and informally.
- Completing Teaching and Learning week in the Autumn term and across Year Group Observations in the Summer term.
- Book scrutinies.
- Auditing planning.
- Auditing Feedback Sheets.
- Completing termly Pupil Progress Meetings with individual members of the phase.
- Gathering input from pupil voice and teacher questionnaires as required.

Subject leaders and coordinators also monitor the quality of teaching and learning within their subject or area. The feedback of these activities is shared with the Year Group Leader and a member of SLT. If there are any concerns raised during these activities, these are raised with the SLT Phase Link.

Continuing Professional Development

"Be the best you can until you know better, and when you know better, do better and be better". Maya Angelou

All staff at ARH should engage with high quality research-based CPD and to be open-minded, reflective, and proactive at continually trying to improve their teaching practice. Teaching and Learning CPD will be focused on what will make the biggest impact to teachers and pupils, and staff will be given time to work collaboratively in subject specific teams to implement it. The aim is to ensure all CPD is embedded, reviewed and evaluated.

We encourage collaborative work at ARH and recognise the power of watching other excellent practitioners. To support this, we enable our staff to complete peer observations during the Spring term where the focus is solely on professional development. To enhance this further, teachers (and HLTAs) are invited to actively engage in our Personalised CPD sessions during dedicated PDM time. These sessions are opportunities for teaching staff to request areas where they would like more training; SLT then find the most suited member of staff to deliver this training. During these meetings, teachers have the opportunity to engage with research and complete professional conversations where best practice can be shared.

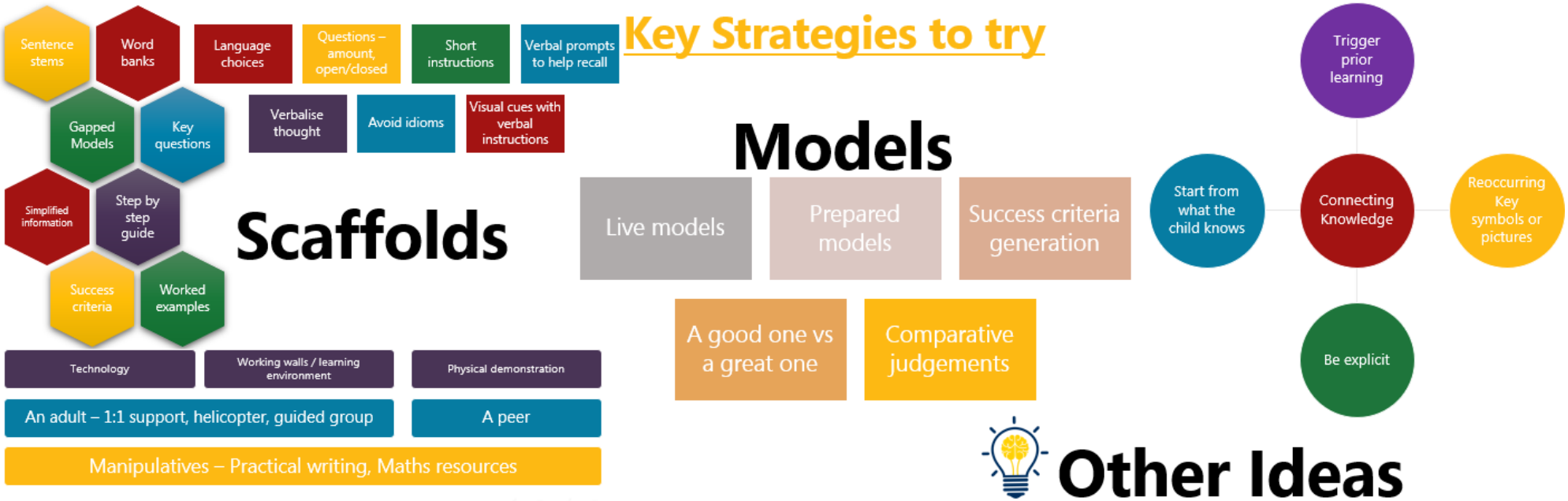
CPD at ARH is:

- Focused on Quality First Teaching.
- Planned according to the school's needs and outcomes from monitoring and evaluating activities.
- Focused on one key area at a time. We use a 'Spotlight' approach where all a half-term's CPD during weekly PDMs is focused on one area.
- Research Informed, as much as possible.
- Reviewed through monitoring activities as well as Honesty Panels conducted with the staff.

Links with other policies

- Curriculum
- Behaviour
- SEND
- EAL
- GAT
- Wellbeing
- Feedback and Assessment

APPENDIX 1: Adaptive Teaching Strategies



In the moment

- Children recording their answers verbally before writing.
- Altering groupings to give fluid support.
- Use your Feedback Sheets
- Adding extra models, examples
- Re-teach
- Use your mini plenaries
- Have your scaffolds / resources to hand and avoid the assumption that children always need the adaptations.

Other Ideas

- Consider the amount of time you give to children to complete an activity.
- Consider the amount of practice – do children who struggle with writing have less opportunities? Could morning work give extra practice? Opportunities to over-learn.
- Pre-teaching and TA Pick-up
- Consider spaced learning – look at your timetable. Is focus an issue?
- Do children have the fundamentals to learn – SEMH, fine and gross motor skills, behaviour for learning. Could these be addressed through interventions?
- Consider metacognition strategies.

ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

Curriculum Policy

Policy Reviewed: September 2026

'Educating a community of life-long learners'

Curriculum Policy

Curriculum and Knowledge Development

The Curriculum has been organised into integrated topics which are based upon the interests of our pupils. Each topic is taught in a cross-curricular manner, where appropriate, and covers the objectives of the National Curriculum 2014. An overview of how the topics are linked to the National Curriculum is available on our website. Opportunities for Speaking and Listening are optimised and pupils are skilled in working with their peers; this is central to our teaching approach. The use of Computing is encouraged in all topic areas, as a subject in its own right and for enhancing the learning of other subjects.

Each class teacher is responsible for the delivery of the curriculum through a 'topic-based' approach, where appropriate, which incorporates key knowledge and skills as set out in the National Curriculum. Teaching staff are encouraged to broaden the experience of the topics for the children through educational visits, visitors into school and shared experiences of the wider school community, e.g. involvement with parents and carers, and school links etc. Every child's achievements are celebrated regularly through school newsletters, displays in classrooms, Headteacher's Tea Parties, shared areas, and in assemblies where children are encouraged to share their knowledge with the rest of the school.

Skills and knowledge are developed throughout the objectives of the National Curriculum. Each subject has an End of Year Expected Standard which details the learning each child should achieve in each subject from Nursery to Year 6. Alongside the Curriculum, we develop the skills and knowledge of pupils which will promote life-long learning and prepare our pupils for life in modern Britain. We have developed a curriculum of I.F.S. (Ingredients For Success) and these teach pupils how to become a successful learner. The I.F.S. for a teaching session are identified, where appropriate, and pupils refine these skills during the session in order to successfully reach their Learning Objective (see Appendix 1). As a school, we have selected ten 'positive emotions' and staff are encouraged to consider how their planning and delivery of our Curriculum help pupils at A.R.H. to experience these.

Creative Curriculum Planning

We ensure that all objectives in the National Curriculum (2014) are covered through the Curriculum. Each National Curriculum subject has a detailed progression document which details how the National Curriculum objectives will be achieved and how this will look in each year group. This document is used to inform the planning process.
There are four parts to our planning process:

- Long term plans for the year – these are the topics that will be taught throughout the year. They give a number of weeks for the duration of the theme. Topics have been planned in such a way as to ensure each year group have a balanced curriculum.
- Medium term plans for each topic hold the relevant learning and National Curriculum objectives. Teachers use the National Curriculum objectives and discuss

how they will translate these into meaningful activities for the children. This is planned on our Routeway format in conjunction with the Progression Documents. Using the Routeway, teachers then consider what will be the best learning sequence for their pupils and identify the composite and component knowledge for each lesson. Once a year group has decided upon the learning sequence, parents and carers are informed of the upcoming topic through a Parent and Carer Letter. This allows parents and carers to support their children and become involved in their learning.

- Year Groups meet together weekly to plan the subsequent weeks work from the medium-term plan or Routeway. These weekly plans, on flipcharts where appropriate, show the knowledge to be learnt and the vocabulary to be gained. The plans include appropriate support and challenge.
- On the first day of a new topic, Year Groups undertake a 'Wonder Afternoon'. This is an opportunity for all children to access the resources and practical learning tools to discover, question and explore. We encourage children to explore the topic and think of questions they would like to be answered in the topic. On Wonder Afternoons, staff are encouraged to talk to pupils to gauge their previous knowledge, key interests and questions pupils want to discover. Staff use this as an assessment opportunity to gauge children's understanding towards the end of topic assessment questions. These questions are looked at again at the end of the topic in order to assess pupils' progress and understanding.
- Plans are monitored by SMT and the Curriculum Lead.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this, and to Quality First teaching, as part of the school ethos. It is hoped that this approach will motivate and support children's learning at all levels including the Gifted, Able and Talented, EAL and children identified with a Special Educational Need and/or Disability (SEND).

School Closure

In the event of a school closure, teachers will continue to provide planning and engaging learning for pupils, primarily using Class Dojo, or other Virtual Learning Platforms. Through Class Dojo, teachers will convert their lesson flipcharts to make them accessible from home as well as setting work to be completed with accompanying recorded lesson information. Pupils will then follow the lesson and complete the required work and submit this for feedback using their Class Dojo account. Pupils who do not have access to the Internet at home will be provided with high-quality work books to continue their study of the National Curriculum. During a school closure, class teachers will provide daily contact with their class to check-in with their pupils and explain the expectations for the work that is being completed that day. Class teachers will also provide a virtual live lesson daily. For more information regarding remote learning, please see the Remote Learning Policy.

Upon school reopening following a sustained school closure, Year Groups will provide a Recovery Curriculum which is tailored to the needs of the pupils in their classes. This will firstly focus on the social, emotional and behavioural needs of the class followed by an assessment of the pupils' academic needs. This will then inform planning so that all pupils can catch up any lost learning.

Assessment

Each foundation subject has objectives set out by the National Curriculum and these are worked towards during each lesson. At the start of the topic, pupils take part as a class in an informal assessment against the key learning questions identified on the Progression Documents. At ARH we respect the different subject's disciplines and the need for subject-specific rigour. We use our pre and post topic assessments to show this:

- In Science, History and Geography, we use questions at the beginning of the topic to identify pupils' knowledge and pupil progress is then identified at the end of a topic through the outcome pupils produce. This outcome may, for example, be pupils combining their learning over the course of the topic and producing a piece of work that demonstrates this learning.
- For the subjects P.E, Music, Computing, DT and Art, pupils learning and progress is assessed by the end of topic outcome that they produce or the skills they demonstrate by the end of the topic, for example playing a game of netball, producing a piece of artwork or composition of a song inspired by a genre of music.
- In R.E. and P.S.H.E., we assess during lessons through questioning and through pupil discussion around the specific area which is being looked at.
- French is assessed through the end of topic assessment on Language Angels.

Each foundation subject has an expected standard set using the National Curriculum objectives. Teachers use these expected standard criteria to assess which pupils are meeting, exceeding and working towards their year group expected standard. Teachers make this judgement using evidence seen in classroom lessons, questions answered, work produced in relation to Learning Objectives and home learning opportunities. Twice a year we use Arbor to record where children are in relation to the end of year expectations for the foundation subjects. Three times a year we record of Arbor children's learning progress in Reading, Writing, Oracy and Mathematics. Please see the Feedback and Assessment policy for more information.

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Improvement Plan. Termly monitoring takes place in line with the whole school monitoring process through book scrutinies, planning scrutinies, pupil conferencing, lesson observations, learning walks and Teaching and Learning Weeks.

Curriculum Review

Due to the creative planning approach and assessment of the curriculum, our curriculum is continually reviewed to suit the needs of our children at Alderman Richard Hallam.

APPENDIX 1: I.F.S. Progression Map

Ingredients for Success Progression

	Foundation Stage	Year 1	Year 2	Lower KS2	Upper KS2
IFS used	Linked to 9 characteristics of learning: Curiosity Listening Bravery Focus Resilience Enthusiasm Creativity Reasoning Independence	9 used in FS plus: Caring Love of Learning Honesty	12 used in previous years plus: Fairness Leadership Team work Self-control	All 20 IFS	All 20 IFS
How should they be used?	Nursery: Verbally refer to the 9 IFS Praise Postcards (all 20 to encourage use by parents and carers) Class display Reception: Verbally refer to the 9 IFS Praise Postcards (all 20 to encourage use by parents and carers) Class display Select one of the IFS as a class focus for the week	Verbally Praise Postcards (all 20 to encourage use by parents and carers) Class display On flipcharts – allocated IFS for each lesson Mid-year and end of year reports Parents' and Carers' evenings	Verbally Praise Postcards (all 20 to encourage use by parents and carers) Class display On flipcharts – allocated IFS for each lesson Mid-year and end of year reports Parents' and Carers' evenings	Verbally Praise Postcards Class display On flipcharts – allocated IFS for each lesson / In L.O.s where appropriate Mid-year and end of year reports Parents' and Carers' evenings In marking where appropriate	Verbally Praise Postcards Class display On flipcharts – mix of allocated IFS and opportunities for children to decide which IFS they are using / In L.O.s where appropriate Mid-year and end of year reports Parents' and Carers' evenings In marking where appropriate
Additional: IFS should be used in Wonder Days of how skills will be developed in each topic. IFS should be referred to in parent/carer communication as much as possible e.g. trip letters, reports, meetings. Student Spotlight IFS will be the same across the school (all 20 IFS) to encourage use and understanding of IFS by parents and carers.					

ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

Feedback and Assessment Policy

Policy Reviewed: September 2026

'Educating a community of life-long learners'

Feedback and Assessment Policy

Different Forms of Feedback

At Alderman Richard Hallam, we value a wide range of types of feedback and encourage staff to give pupils feedback as close to the learning as possible. This can take place:

- Through verbal feedback:
    - On a one-to-one basis during lesson time, through conferencing, in an intervention or after a lesson.
    - Discussion at group or partner level within class or an intervention.
    - Whenever appropriate, teachers should provide individual verbal feedback to pupils.
    - Feedback folders which identify key pupils for support and intervention, as well as how teaching and learning can be adapted to suit the needs of the pupils
- Through Class Dojo:
    - Teachers view and publish pupil's work onto class pages; this serves as an acknowledgement of the work.
    - Teachers can comment (written or verbal) upon the work for the pupil to view.
    - Pupils can use Class Dojo to ask for further help or support.
- Through whole-class intervention:
    - Misconceptions or accelerated progress can mean teachers can stop or amend a lesson during the lesson and adapt their teaching accordingly.
    - Starters can be amended in light of feedback during a lesson. This may mean individual classes have additional starters to address misconceptions.
    - The use of visualisers is encouraged as these enable whole-class feedback and modelled examples.
- Through self-reflection:
    - This can take the form of marks or comments using two stars and a wish.
    - Pupils can provide peer feedback using checklists, spelling corrections, marks, written or verbal comments or post-it notes with suggested next steps in line with the Lesson Objective.

We promote instant verbal feedback as much as possible so pupils can act on this in a timely manner however there are occasions where it is appropriate for teachers to provide written feedback. This can take the form of:

- Written comments, marks and next steps which are linked to the Learning Objective for a piece of work.
- Pupil or peer-assessed work in relation to the Learning Objective.
- Specific praise by a variety of rewards such as stamps, Praise Postcards, Good News Certificates or raffle tickets.
- A shared success criteria which can be used to inform peer and teacher feedback.

It is expected that pupils respond to marking and feedback, given in any form, through evidence in their next piece of work or verbal discussion with their teacher or peer.

How we feedback:

- In English and Mathematics, we use Feedback Sheets to record feedback of a class towards a learning concept. There is one sheet used for each subject across the week. The Feedback Sheets identify the learning objective, key children who need extra support, key misconceptions and actionable next steps.
- In the Foundation Subjects, we also use Feedback Sheets to record feedback of a class towards a learning concept. For Science, Geography or History a full-page feedback overview is used with each lesson written upon. This identifies the key learning for the lesson; key notes (such as whole class misconceptions or key strengths as well as teaching amendments) and children who were absent. For other foundation subjects where written feedback is not typically given, such as P.E., Music, Computing etc. staff note key assessment information and any teaching amendments on a more condensed feedback sheet.
- All work needs to be acknowledged by the Teacher, HLTA or Teaching Assistant who taught the lesson, or in the case of a Teaching Assistant, who supported the child through notes upon feedback sheets or written marking.
- Marking/acknowledgement should be ideally completed before the next lesson in that area.
- Feedback should focus on what the pupil is learning. i.e. the Learning Objective.
- Selected activities are marked in depth. This is agreed upon during the planning of a series of lessons and is consistent within the year group.
- Groups of pupils can be the focus for a day's/week's marking. Equally, other groups may have minimal written feedback as they were part of a guided group which had an increased amount of adult support; this will be identified on the Feedback Sheets.
- Pupils can be supplied with answers/criteria and self-mark.
- Teachers and Teaching Assistants can mark work as a group activity encouraging pupil contribution and reflection.
- Teachers and Teaching Assistants can mark effectively during and at the end of activities.
- Marking should be phrased positively whenever possible.
- It is expected that HLTAs and staff covering absences will provide feedback upon the lessons they have delivered.

Feedback for Mathematics

Whole class feedback is used in Mathematics lesson to provide timely, verbal feedback to pupils. Staff identify strengths and misconceptions during and after lessons and respond as needed. This could take the form of targeted support for individual pupils, adapted lessons or future focuses for morning work. This is recorded on feedback sheets and shared with pupils as appropriate. In Mathematics lessons, work can be live-marked, self-assessed and

peer-assessed, which gives pupils additional feedback to support them in identifying their own strengths and areas for development.

Verbal feedback is encouraged during Mathematics and when this has taken place 'VF' is used to signify this.

Feedback for English

Whole-class feedback is used in English lessons to provide timely, verbal feedback to pupils. Staff identify strengths and misconceptions during and after lessons and respond as needed. This could take the form of targeted support for individual pupils, adapted lessons or future focuses for morning work. This is recorded on the Feedback Sheets and shared with pupils as appropriate. During a writing cycle, the first draft of the piece of writing is deep marked by the Teacher or Teaching Assistant to give feedback to the pupil in relation to spelling, punctuation and grammatical errors as well as the learning objective, which is the focus for the marking. Work which is positive and reflects an achievement of the lesson objective is to be highlighted in green or ticked and areas to be improved are to be highlighted by underlining or writing a comment. These serve as next steps for pupils to make amendments for the final piece of writing. Verbal feedback is encouraged during English lessons and when this has taken place 'VF' is used to signify this.

Feedback in the Foundation Subjects

Marking within the Foundation Subjects predominately uses the feedback sheet approach as detailed earlier. If pupils have been part of a guided group, this is to be shown through writing 'GW'. Spelling of technical vocabulary can be corrected using 'sp' in the margin and then the correct spelling given. Marking in the foundation subjects is to be specific to the concept being taught and marking should not focus on the English or Mathematics being shown; for example, a Geography lesson should have feedback which reflects the Geography being taught and not the writing.

Assessment at Alderman Richard Hallam involves:

- **Tracking** – Arbor is used across all year groups on an on-going basis to track and record pupil's progress within their learning. Teachers update Arbor using their knowledge, gained from Assessment for Learning (AfL) and evidence from lessons to update the statements on Arbor. This information is triangulated with evidence from pupil's books and formal tests for reading, writing and Mathematics. These are moderated as a year group to agree on the expected standard. General moderation occurs on an on-going basis within year groups and with reference to the Local Authority guidance or statutory guidance if applicable. Arbor assessment is a combination of formative and summative assessment.
    - At Alderman Richard Hallam we use a flat scale approach towards assessment. We use formative assessment information in Arbor to decide whether a child is on-track to meet age-expectations. Our curriculum is our

progression model. This means that if a child is on-track in Autumn and they continue to work within expectations, they will be on-track in Spring.
    - We use the codes SEC to show a child has securely met the year group's expectations; OT to show a child is on-track; NOT to show a child is not on-track but is working within their year group; PYG to show a child is working within the previous year group's expectations and PKS to show that a child is working within the previous key stage – these children will be on our SEND register.
    - We track pupil's attainment across the foundation subjects using Arbor. We use the codes: SEC – to show a child is secure or mastered the expectations; OT – to show a child is on-track to meet the end of year expectations and NOT – to show that a child is not on track to meet the end of year expectations.
- **Target setting** – a combination of class and personalised targets are set for pupils in Key Stage One and Key Stage Two in reading, writing and Mathematics. Targets are set for the individual to be challenging yet achievable and are shared with pupils, parents and carers through mid and end of year reports.
    - *Writing*: Children will have a personalised target for each half term which can be found on the topic front sheets; these are taken from the year group non-negotiables for writing. Pupils in KS1 will have their targets chosen in consultation with the teacher, whereas pupils in KS2 are expected to choose an appropriate target from their non-negotiables after feedback has been given by the teacher.
    - *Reading*: Children's targets are to achieve the desired PM benchmarking level by the end of their year group. Further to this, there is a reading skill focus every week, in a reading lesson, which is linked to the appropriate statements on Arbor.
    - *Mathematics:* At the back of each child's Mathematics book is a list of objectives and skills that children are expected to learn by the end of each year group. As pupils achieve these, the class teacher (or child in upper KS2) will tick these off. There may be individual Mathematics targets if a child is not working within their year group's curriculum.
    - *Foundation Stage:* Children are assessed on an ongoing basis towards the age-appropriate expectations within Development Matters and working towards the Early Learning Goal. As part of this, children are given next steps by the teacher or key worker and these are shared with parents and carers.
- **Interventions** – Assessment information is used to highlight children needing an intervention in order to make progress in a particular area. The teacher works with the year group leader and the SEND Co-ordinator (SENDCo) to identify pupils and to structure interventions. Interventions are closely monitored to ensure pupils make progress whilst receiving additional help and support through an intervention. Interventions are tracked using Arbor. These are reviewed once a term, as a minimum, and outcomes are reviewed using the in-built summative tracking within Arbor.
- **Analysis** – Once data is collected at the end of each term for Reading, Writing and Mathematics, year groups analyse their data by looking in detail at the progress of the cohort and key vulnerable groups (White British Boys, EAL, SEND, PP etc.). This is reviewed formally by the Assessment Lead and members of the Senior Leadership

Team once a term. This data is crucial in the structure of interventions and the adjustment of teaching. Across Key Stage progress is also monitored through the use of Arbor. Staff are aware of pupils who are on track for the desired level of progress and those who are not. This is then used to inform interventions taking place and those pupils requiring extra help.

Foundation Stage

In the Foundation Stage, an ARH baseline is completed at the start of the academic year alongside the statutory Reception Baseline Assessment (RBA). Arbor is then used on an on-going basis to show pupil's progress. The information is analysed relating to children working at (OT), working below (NOT) and working in a previous year group (PYG). Class teachers analyse their class data and use the information to inform planning, next steps and interventions. The EYFS (Early Years Foundation Stage) Lead then analyses the cohort data and uses the information gained to inform key areas for development and priorities for the cohort. In Reception, pupils are aiming to achieve a GLD (good level of development) by the end of the year and this is monitored by the EYFS Lead, with steps put into place to ensure that this is achieved where possible.
Evidence for Learning Journeys are gathered throughout the year using Class Dojo as well as folders of work which contain both formal and informal observations. These are a record of evidence to support the teachers in their judgements however teacher judgement is the main scale on which assessments are based. Input from parents, carers and other adults involved in the children's development such as childminders are also included.
Children's next steps are shared on a half termly basis with parents and carers. These are worked on over the half term and highlighted when met through spontaneous observations and learning in day-to-day activities. These are short term next steps and are changed throughout the year as the child achieves them. These next steps displayed on a child's individual learning journey board. These are changed when that objective has been met.
To ensure we are meeting the skills for the areas of development, staff have skills sheets which we change each half term. We tick these off as we go. Staff split the skills from the long-term plan into half-termly skills which is used to inform planning and activities. A 'skills checklist' is used by staff to evaluate the learning that has taken place. This allows staff to easily identify any gaps in learning or individuals or groups of children that need further support in certain areas. These also allow staff to adapt their planning as necessary.

Teacher Assessments

We believe that assessment should draw upon a whole range of evidence to ensure that we gain a complete picture of each pupil. We value the importance of pupils acquiring skills and understanding which they can apply to all areas of life, however we also recognise the value of tests or quizzes which help to assess knowledge. Techniques for assessment include:

- Daily observations as part of AfL of discussions within class, whiteboard work and work completed in books;
- Formative, summative and diagnostic assessments;
- Assessment weeks are not held. Instead, teachers use their professional judgement to decide when to formally assess a learning concept. This can be done through structured tests, through marking, on whiteboards during a plenary or starter or

through observations of a learning concept being used in a new context to show mastery of a skill;
- Pupil conferencing;
- Analysis of intervention success by the SENDCo, Pupil Premium Lead and Senior Leadership Team (SLT) during Pupil Progress Meetings;
- Termly Pupil Progress Meetings for class teachers;
- Daily feedback refers to the learning objective, targets and provides a next step.
- Moderation in professional development time;
- Homework and reading activities that have been submitted
- Evidence of work through Class Dojo;

How we define when a child has understood a concept

Our curriculum has been designed to be progressive and sequential. This means that children encountered more challenging concepts later. When learning something for the first time we believe that children go through three stages:

- Recall and remember – children are able to repeat an explanation and recall the knowledge, for example, I can say the process of the water cycle.
- Understand and use – children are able to take this knowledge, use this to answer questions or correct mistakes and explain why something happens, for example I can explain what happens at each stage of the water cycle and I can correct an incorrect sequence.
- Mastery – children have a deep level of understanding and are now able to apply this knowledge to create, evaluate or analyse, for example, I can evaluate how the water cycle might be different in different biomes.

We evidence this learning journey through our formative assessment in Arbor and we use the acronym RUnM to evidence this. If a child is not able to repeat or recall knowledge we show this as BLW to show that they are below. U is used to show that a child was absent when this was taught. As the terms progress, Arbor uses this information to give an average of formative grades. We use this as one piece of evidence towards our summative judgements.

In order to achieve a level of consistency in our assessment judgements, the following are undertaken throughout the year:

- Teachers planning in year group teams during PPA time. This allows for professional discussions, informal moderation opportunities and time to seek support from other colleagues, such as the Senior Leadership Team or SENDCo;
- Book scrutinies conducted by members of SMT for English, Mathematics, Science and Foundation Subjects to ensure consistent application of the feedback and assessment policy, progression across the curriculum and monitor pupils' attainment;
- Moderation workshops, to ensure teachers consistently apply the same standards within PPA sessions, are held during Professional Development Meetings;
- Lesson observations and learning walks throughout the year for teachers and support staff;
- Pupil Progress Meetings where the progress of pupils is discussed in detail;
- Pupil conferencing regarding individual targets. This can take place during lesson observations or learning walks;

- Pupil conferencing regarding interventions and alternative provisions.

Pupil Progress Meetings

Pupil Progress Meetings are held termly between members of SLT, individual class teachers and whole year groups to monitor and review the progress of individuals and sub-groups of pupils including pupils with SEND, Gifted and Talented, EAL and other key vulnerable groups as highlighted by school data. Interventions and provisions are reviewed and target groups are highlighted. They are then monitored and discussed in the subsequent Pupil Progress Meetings. The results of these conversations are recorded on the Pupil Progress document so that they can be reviewed.

Examinations

Pupils leaving the Foundation Stage are required to meet the Good Level of Development. Pupils can be assessed as either meeting the expected GLD or not. This data is then reported to the Local Authority and DfE.

Pupils in Year 1 complete the Phonics Screening assessment in the Summer Term. Pupils who do not reach the expected standard retake the test in the following academic year.
Pupils in Year 4 complete the Multiplication Tables Check during the Summer Term to determine their grasp of the times tables up to 12. The results of this are reported to the DfE.

Pupils in Year 6 undertake SATs examinations during the Summer Term. The result of these exams are reported as a scaled score which is calculated by the DfE in a way to convert the exam raw score into a standardised score. A score of 100 is considered the ARE.

Reporting to Parents and Carers

We recognise that, if children are to succeed, parents and carers will play a full part in their child's education.
We therefore offer:

- Parents' and Carers' evenings twice a year; one in the Autumn and another optional meeting in the Spring term to discuss their child's progress. These evenings provide an opportunity to share learning targets and to enable parents and carers to be involved with the child's ongoing assessment and future learning.
- Parents and Carers are encouraged to make an appointment at any time during the school year to discuss the progress of their child if they have concerns. Staff may schedule further meetings if a pupil is identified as having special educational needs and/or a disability.
- Biannual reports to parents and carers. Before the second Parents' and Carers' evening, a report of pupil's progress is given to parents and carers. This report includes information regarding attendance, their child's attainment and progress in relation to the age expectation and targets are set. At the end of the academic year, reports are prepared by class teachers and are sent home in the summer term. The reports discuss the progress of the child, attendance and refer to personal targets.

- Statutory Key Stage Two SATs results are reported to parents and carers in Year Six. Parents and carers with children in Reception receive information regarding their child's progress and attainment relating to the Early Learning Goal. Parents and carers with children in Year One will receive information about the success of their child in the Year One Phonics Screening tests. Parents and carers in Year Four will receive information about their child's participation in the Multiplication Tables Check. As of 2023-24, the Year Two SATs are optional and there is no obligation to publicise these results. Should pupils take part in these tests, the results will be used as part of the internal assessment process to inform teacher judgements and results will be shared with parents and carers on request.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the school ethos and this will be reflected in the feedback that is given to pupils. It is hoped that this approach will motivate and support children's learning at all levels including the Gifted, More Able and Talented, EAL and children identified with a Special Educational Need (SEND). Feedback will always be delivered to children in a way that is accessible for them and provides further challenge. Within English and Mathematics, children who are working at a level which is pre-key stage (PKS), are also given a SEND assessment. This is to identify which year group they are working within. An example of this would be a Y6 child who on our main summative assessment is Reading at PKS; they would then have a SEND reading assessment of Y2within to show that they are working within the Y2 curriculum.
If a SEND child is working below the National Curriculum, these children are working on our Small Steps Curriculum and assessed as such. This curriculum, developed by Leicestershire Council, breaks the EYFS curriculum into smaller steps and allows more precision in assessing a child's attainment as well as prioritising the prime areas of learning and development. For more information please see the SEND Policy.

School Closure

In the event of a school closure, teachers will continue to provide planning and engaging learning for pupils using Class Dojo, or other Virtual Learning Platforms. Through Class Dojo, teachers will convert their lesson flipcharts to make them accessible from home as well as setting work to be completed. Pupils will then follow the lesson and complete the required work and submit this for feedback using their Class Dojo account. Teachers will provide feedback through the Class Dojo account – this can be through verbal or written feedback. The publication of work onto a child's page will serve as an acknowledgement of the work; 'liking' a post serves as an indication that the child has met the learning objective. Class Dojo allows teachers the ability to provide feedback and correct any misconceptions. See Remote Learning Policy for further information.

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Improvement Plan and in consultation with staff.

The effectiveness of feedback and assessment is regularly monitored and reviewed through:

- Subject coordinators and leaders undertaking book looks, reviewing feedback folders and conducting learning walks. The outcomes of these are shared with class teachers and SLT.
- SLT undertake monitoring and reviewing exercises of books, feedback folders and conducting learning walks.
- During Teaching and Learning Week, and possibly at other points in the year, SLT use pupil conferencing to gauge the effectiveness of the feedback that pupils receive in their learning.
- SLT and the Assessment Co-ordinator undertake regular reviews of Arbor to review the school data.
- Internal and external moderation and training is undertaken by staff, as appropriate.