

Learning Policy

One-page summary – September 2019



Feedback:

Feedback and assessment have two purposes. One, pupils act on feedback to make progress over time. Two; it informs future planning and teaching.

- Teachers must have a secure overview of the starting points, progress and context of all pupils.
- Written feedback must be primarily formative, may be selective, and include the use of model statements which is clear about what pupils must **act** upon. (see feedback guidance)
- Written, verbal and whole class feedback must be **regular**. Feedback in some form must be evident on each piece of recorded learning.
- There must be planned opportunities for pupils to **act on** feedback.
- The marking code must be used. (see presentation guidance)

Planning:

Planning is a process not a product. It has one purpose; to enable high quality delivery which meets the needs of all pupils.

- Be clear and precise about the knowledge/skills you want pupils to learn, not what you want them to do. Break them down using not just a learning objective but **success criteria**.
- What is the lesson objective? And then ask 'why?' Activities, including home learning, must be designed to **facilitate learning** and not keep pupils busy.
- There must be evidence of long-term planning from agreed schemes of work and short-term planning following agreed templates.
- Differentiation should be planned over time to ensure a **Quality First Teaching (QFT)** approach which meets the needs of all pupils and groups and maximises the use of any additional adult(s) in the room. Use same day intervention (SDI) and pre-teaching so pupils keep up and don't have to catch up. Think about differentiation in terms of how will you **support/ scaffold/ challenge**?
- Every class must have a system/ or plan which highlights pupils with significant characteristics e.g. PPG. **All adults** in the room must be able to identify the children from these key groups
- There should be **no lost learning time**. This includes a flying start or hook, with students purposeful from the beginning, appropriate pace for the intended learning.

Teaching:

Teaching is a lifetime's craft. "Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Wiliam)

- The quality of both pupils' and teachers' language, such as in razor sharp instructions and questioning, are significant determinants of progress. Make the implicit explicit.
- Teachers must be explicit about learning objectives and **vocabulary**.
- Go with the **learning**: the 'flow' of great progress is more important than following a lesson plan.
- **All pupils must be working harder than the teacher**, over time and be able to use the key strategies.
- Ensure that learning has stuck, through checking that is incisive, systematic and effective. Use low stake tasks (quizzes) which assess **stickability**- what can you remember about X from yesterday/ last week/ last term? Can you still...?

Acknowledgement:

