



ALMOND HILL JUNIOR SCHOOL
GOVERNING BODY

TEACHING, LEARNING AND
FEEDBACK POLICY

Full Governing Body	September 2026
Date for Review	September 2027

Contents

Aims.....	3
Environment.....	3
Teaching and Learning	4
Feedback	5
English	5
Editing.....	5
Foundation books	6
Maths outcomes.....	6
Other feedback	6
Non-negotiables (Appendix 12)	6
Equal Opportunity	7

TEACHING, LEARNING AND FEEDBACK POLICY

Aims

The purpose of this policy is to make clear the main features of teaching, learning and feedback that are experienced within all of the classes at Almond Hill Junior School. This is to ensure that:

- The intent of the school curriculum is met
- There is an understanding of the need for pupils to assess themselves and know how to improve
- There is a confidence and expectation that every pupil can improve
- Teachers can assess the depth of learning that has taken place
- Teachers can identify misconceptions to inform further teaching and learning.
- Teachers can extend learning to ensure progress and challenge.
- Teachers can identify and plan for gaps in learning

Environment

In the environment of each classroom and break out area children and adults can expect to see:

- A safe secure working environment
- An adult area that is a good model for children – clutter free and neatly ordered
- Details of vulnerable children and necessary information such a list of children who are allowed to be collected by their sibling is displayed on the door (first names only).
- The furniture arranged to facilitate learning at a whole class, group and individual level – facing the front with space created for targeted groups. Tables are arranged in rows in the classrooms.
- A range of tabletop resources that are progressive across the school, clearly labelled and easily accessible – SENCo monitors these
- A 'Learning Title' provided for all lessons
- Working walls with easily visible scaffolds so all children can see
- A range of displays reflecting learning across the curriculum including a range of children's outcomes
- A selection of relevant spelling strategies and rules on display that are age appropriate and in line with year group expectations. Year group spelling lists must be provided for individual use
- Phonics posters are on display and clearly visible at all times in all lower KS2 classrooms (Year 3 and 4). A4 versions are available from Twinkl for children in upper KS2 (Year 5 and 6)
- Rules for online safety are displayed in classes and around the school and reference to online safety is made regularly in lessons (Appendix 1)
- Learning behaviours are displayed in all classrooms, the IT suite, Beech and Holly Room (Appendix 2)
- The agreed 5 class rules are discussed, displayed at the front of the class, IT Suite, Beech and Holly and referred to frequently (Appendix 3)
- There is a number line and alphabet displayed in every year 3 and 4 classroom
- Days of the week and months of the year are in the year 3 and 4 classrooms
- Key handwriting rules and good models are on display and provided for children to refer to. Teachers model Nelson handwriting on labels and flip chart
- Organised, safe and tidy cloakrooms. Consideration given to health and safety – access, storage and clear exits. In upper school, bags should be kept in trays
- Small gardens need to be kept tidy with only the agreed resources currently in use
- There is an attractive library area and books are grouped so children can access and make choices about their reading. Recommendations for age appropriate books are displayed
- RUCSAC display (Appendix 4/5/6) appropriate to phase group in every class, Beech and Holly room and referred to regularly in maths lessons
- Teaching sequences are on display
- There will French displays available for reference in each classroom
- PE knowledge organisers are on display in each classroom
- Consideration is given for diverse representation
- All classrooms will have a display that celebrates the diversity of the children in their classroom
- Visual timetables are used in all classrooms

- Any advertisement/temporary notices/flyers must be looked after and removed when no longer relevant and must not be stuck on the walls
- Environment walks will be completed with children and the Deputy Head.
- All classes have a display that represents their 'team'
- Also displayed in classrooms:
 - Trust bucket
 - Transition class record (appendix 7)
 - Listening ladder
 - Oracy framework

Teaching and Learning

Within the lessons that take place children can expect:

- Children are greeted on the door by an adult in the morning. In Year 6, children are collected from the playground and greeted as they come in the building
- A high expectation for learning behaviours, politeness, good manners and reference to British values
- Learning behaviour icons are used to remind children and regularly referred to
- Scaffolded activities within groups and support frameworks for individuals to avoid cognitive overload that are reduced over time
- Children sometimes have the opportunity to select tasks themselves having being taught to select the correct challenge to involve 'stretch'
- Learning partner discussion, group discussion, class discussion, silent learning (independently)
- Learning partners will be changed approximately every two weeks
- A range of question types used in all lessons to prompt the development of thinking skills
- Lolly sticks can be used as a selection tool and all children can be expected to participate at any time; we are developing a no hands up/no opt out culture
- Support staff working with individuals or small groups within class and external to class through wave 2 and 3 interventions for underachieving pupils
- The early morning learning activity is always related to times tables or word ladders
- Technology is used to overcome barriers where effective
- Modelling and worked examples are used, displayed and referred to
- The visualiser is used in lessons and any child's outcomes may be used to further teaching
- Guided teaching groups within lessons
- Timescales indicated to children so they know what is expected within a given time to encourage them to pace themselves appropriately and improve 'learning stamina'
- Most children write in pencil in the lower school and in pen in the upper school but pencil is always used in Maths books
- Joined handwriting must be worked towards using the Nelson scheme
- Maths books have short date and one digit per square and all other books have long date
- Year 3 start with bigger square maths books and move onto small
- Teachers will expect children to show pride in their work and take action if needed
- Draft books can be used but the covers must remain tidy
- Dates and titles underlined using a ruler- titles will be short and child friendly
- Dates will be put on the second line from the top of the page to help with sizing
- Underline the last piece of work and continue below - rule off
- Writing and reading books are used to record learning. Every other line is used to facilitate editing for compositional tasks. Arrows (circumflex) are used to indicate position of edit and generally children are asked to show edits below the original
- Knowledge organisers are being developed across the curriculum for effective use with children
- Recall quizzes to embed learning are used across the curriculum
- Repetition such as chanting, choral replies and 'I say, you say' is used
- Making explicit the stakes are low by giving reasons for why we are repeating and recalling and ensuring they know it is okay not to know – competitions/challenging themselves

- Home learning is evolving to include the use of TTRockstars and Emilie Spelling across the school and Maths.co.uk where appropriate
- Teachers use the strategy of '2 claps on 2' to refocus class quickly
- We use the vocabulary 'tracking' to encourage children to listen and look at the speaker- sometimes we ask children to stand up to facilitate this
- All classes adopt a team name to promote togetherness and team spirit
- Poems are recited during transitions, lining up and before assembly – if they are moving one from place to another, children will continue to recite until they have reached where they were going (i.e. back to their classroom)
- Teachers are aiming to use the outdoor environment to complement learning more often
- We use whiteboards in every classroom for whole class engagement, quick responses and formative assessment
- Half termly assessment scores are recorded on a progress slip and shared with pupils in the upper school
- All teachers will have their own exercise books to model presentation
- Beginning to use Fed in Facts, Vocabulary Darts, example/non-example, concept cartoons and the use of talk tokens in learning to include all pupils
- Oracy strategies of 'learning through talk' are being developed and the following are being used consistently through the school:
 - ✓ Listening ladder
 - ✓ Discussion guidelines and Talk tactics
 - ✓ Oracy Framework Skills
 (Appendix 8, 9 and 10)

Feedback

Teachers give feedback in green pen and teaching assistants including cover supervisors, TAs and PPAMs, give feedback in black pen.

Children mark and edit in red pen.

The teacher remains responsible for the outcomes in books and cover supervisors should not be 'marking' outside of the lesson time. Simple evaluation should be completed during the lesson.

A pink highlighter may be used to highlight non negotiables.

English

All pupil outcomes are evaluated by teachers every day.

Editing

We follow the Cups and Arms process to aid teaching and learning (Appendix 11)

CUPS is a writing checklist that helps children check their work:

- **C**apital letters
- **U**sage (correct sentence structure and grammar)
- **P**unctuation
- **S**pelling

It reminds children to make sure their writing is clear, correct and easy to read.

ARMS is a writing checklist that helps children improve their work:

- **A**dd words or sentences
- **R**emove unnecessary parts
- **M**ove words or sentences to better places
- **S**ubstitute words with better choices

It helps children make their writing more interesting and detailed.

Teachers share good examples and examples that need improvement for *editing* purposes under the visualiser. Children then work independently but can discuss with a partner to improve an aspect of their writing. Some children may have a specific sentence highlighted in yellow by the class teacher to direct the child to an aspect of writing that needs to be improved. Some children may have their own editing challenge indicated by the teacher if they need help identifying what to add in of a specific element that needs to be addressed.

The teacher may choose to **conference** a pupil to help them edit their work. Conferencing is a dialogue between teacher and pupil that involves direct guidance on how to improve writing. It is often effective where whole class and group teaching has been unsuccessful or where specific challenge is required and allows the pupil to explain their thinking. A 'formal' discussion with the teacher providing a chance to go a little deeper. It may seek to identify and improve specific errors or might include talk about which bits were difficult and why and what can be done to improve. Discussion should link to success criteria and targets.

Foundation books

The standard of writing in Foundation books should be as high as English books.

Teachers read through all pupil outcomes. Obvious spellings (up to 3) to be picked up on e.g. given scientific vocabulary. Green highlight can be used to indicate success. Foundation skill is the priority and consider the cognitive load of the task that has been set especially for children with special educational needs.

Pupils self-mark in green pencil/red pen.

There will be a high expectation for presentation of work.

Teacher comments are discretionary but high expectations should be maintained and where they are not met, they must be addressed e.g presentation and spellings.

Maths outcomes

- Books and other pieces of work are checked every day by the teacher to inform planning for the next lesson
- Marking stations can be used
- Visualiser should be used to model presentation, bar models and RUCSAC problem solving strategies (appendix 4) refer to Iris examples.
- **All work will be acknowledged by the teacher**

Other feedback

Children will share weekly times tables scores with class/teacher and celebrate successes. These will be recorded half termly.

Non-negotiables (Appendix 12)

These will be displayed in the classroom and must be referred to

These may be highlighted by the teacher in pink when not adhered to and include:

- Work must be dated and underlined (short date in margin for the continuation of a long piece)
- Capital letters
- Days of the week and months spelt correctly
- No graffiti/scribbles on pages
- One digit per square
- Sheets will be trimmed and glued in neatly and will not 'hang' out of book.

Equal Opportunity

The school is committed to ensuring equal access to the feedback policy for all pupils. We aim to take into account cultural background, gender and special educational needs in our attitude to feedback.