



ALMOND HILL JUNIOR SCHOOL  
GOVERNING BODY

TEACHING, LEARNING AND  
FEEDBACK POLICY

Full Governing Body	September 2025
Date for Review	September 2026

## **ALMOND HILL JUNIOR SCHOOL**

### **TEACHING, LEARNING AND FEEDBACK POLICY**

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 as TPs, Pen Portraits, HCPs and a list of children who are allowed to be collected by their sibling. Cover supervisors and supply teachers can access this locked drawer as all teachers will leave their key in the agreed place
- The furniture arranged to facilitate learning at a whole class, group and individual level – facing the front with space created for targeted groups. In Years 4, 5 and 6, tables are arranged in rows
- A range of tabletop resources that are progressive across the school, clearly labelled and easily accessible – SENCo monitors these
- A 'Learning Title' displayed 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) appropriate to phase group in every class, Beech and Holly room and referred to regularly in maths lessons
- PE medium term plans 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.

## 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
- Children have the opportunity to sometimes select tasks themselves having being taught to select the correct challenge to involve 'stretch'
- Learning partner discussion, group discussion, class discussion, silent learning (independently)
- Random 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 and displayed
- 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
- 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 beginning to be 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
- Every child is expected to complete home learning. This is given out on a Thursday and is expected back by Tuesday. There are three levels of differentiation. All children must complete the age related or accessible task. At age related and accessible level, these are rehearsal tasks of prior learning. The challenge task is more open ended and optional. We don't want children to get behind in their learning so if children don't bring in their home learning they will be expected to complete it in school at playtime or lunchtime. Any children who do not complete will be added to the weekly team minutes.
- Teachers are developing the use of 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 will 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)
- Each classroom will display the ‘timer’ for children i.e. ‘books are handed out and we are tracking the teacher in out in X number of minutes’ (appendix 7)
- Teachers are aiming to use the outdoor environment to complement learning
- 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.
- 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, 10)

## **Feedback**

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

Cover supervisors will use a range of ‘within’ lesson feedback options e.g.

- 1) Children self-mark in green pencil and edited answers are in red pen
- 2) Cover supervisors may tick work to say they have looked at it. They may leave certain books for teachers to check if they are concerned about outcomes. They may highlight in yellow to indicate something needs improving and green to show success. However, they need to come back to this work if they choose to do this.

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.

## **English**

All pupil outcomes are evaluated by teachers every day and outcomes may be evaluated verbally during lessons.

## **Editing**

Children are expected to **proof read** their work with a focus on spelling, grammar and punctuation, this will be taught in Year 3. Proof reading may be done individually and changes made in red pen.

Changes made through **peer-editing** are made in purple pen. This may be done at the end of a writing lesson or at the start of the next lesson and may be done with or without teacher guidance. This will depend on the age and ability of the children. At this time, some children might be given a specific proof-reading challenge by their teacher if they struggle to read their own work or need an extended challenge. The teacher may work with an individual, pair or small group.

Before the next lesson or at an appropriate point, teachers will read through pupil written outcomes to assess the learning to inform planning. This teacher assessment may include identification of errors (an underlying misunderstanding/misconception e.g. failing to use the apostrophe correctly) and/or a mistake (a careless slip for something where learning is secure e.g. a capital letter for a name) and assessment of spellings and handwriting.

There are regular opportunities for editing and improvements will follow the basic format:

- 1) **Proof-reading** what is already there with a focus on:
  - **Spelling:** teacher discuss the identified words – talk about tricky parts – think of ways to remember
  - **Punctuation** errors e.g., capital letters, full stops, apostrophes, speech punctuation
  - **Grammatical** errors e.g., subject verb agreement

NB for older children there may be less to complete as they may have improved effectively already as part of the proof-reading process at the end of the writing session on the day before.

2) **Teacher sharing good examples for editing purposes:** The teacher should put children's work under the visualiser to discuss – either actual work or the teacher may type this up – there may be aspects that are areas of improvement for other pupils

3) **Teacher sharing examples that need improvement for editing purposes:** sensitively, the teacher may share examples of children's writing or their own prepared screens for editing the writing for improvement. This will result in some rewriting (maybe a sentence or paragraph) where the second draft is an improvement upon the first. Not just correcting errors but improved quality of writing e.g noun phrase into expanded noun phrase, compound sentence into complex sentence, use of semi colon to link sentences. Consideration must be given to style, purpose and author's voice. Tasks must be carefully chosen.

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. All independent pupil response will be in red pen.

The teacher may choose to **confer** a pupil to help them edit their work. Conferencing improvements are shown in green pen so it is clear that the improvement has not been independent but taught. 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. The conference will probably last several minutes. There are examples on the IRIS camera of conferencing.

Comments after these improvements by the teacher are discretionary.

Children joining the school in Year 3 make a graduated introduction to this kind of feedback across the Autumn term.

Teachers should use the visualiser **regularly** to exemplify teaching in all lessons: good examples as a model and those that need improving. This gives the pupils the opportunity to apply their learning actively and the teacher the opportunity to assess effectiveness of teaching within the lesson.

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

### **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
- Work may be marked in lessons by pupils. Pupil marking should be in green pencil

- Any improvements will be in red unless it is paired work when they will be in purple or under a purple heading 'paired work'
- 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**

Spellings are assessed in regular dictation and can be marked by pupils in class in green pencil or red pen with the teacher.

Any other maths/comprehension or other home learning should be marked in a similar way.

For specific projects, there will be a whole school agreed approach to feedback e.g. certificate, display or sharing of outcomes in class.

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

### **Non-negotiables**

These can 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 (short date in margin for the continuation of a long piece)
- Capital letters – at least at the start of a sentence
- Days of the week and months spelt correctly for almost all children in the upper school
- No graffiti/scribbles on pages
- No use of rubbers unless provided by teacher e.g. shape drawing maths lesson
- One digit per square
- Sheets will be 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.

# ONLINE OWNERSHIP

**Almond Hill Junior School**

**It's who**

- I will only use school devices for school work or homework
- My device is ONLY for ME to use
- If I see anything that makes me uncomfortable online, I will tell an adult
- I will keep my usernames and password SAFE
- If I see a damaged device, I will tell a trusted adult
- I will not share any personal details about myself, my friends and my family
- I will use my device in a safe space, away from food and drink
- We should only go onto websites and platforms that our teacher tells us to
- I will make sure school devices go on charge
- I will ALWAYS use kind words
- I will make sure a trusted adult knows I'm using a school device

By signing this document, I agree to all the above statements

Name	Approval Given								

**Appendix 2 (posters are displayed in all classrooms)**  
**Learning behaviours**

	<b>Lower School</b>	<b>Upper School</b>
 <b>Have a go</b>	<ul style="list-style-type: none"> <li>• Marvellous mistakes – it’s okay to make mistakes and have another go.</li> <li>• Try on my own but know where to find help.</li> </ul>	<ul style="list-style-type: none"> <li>• Making mistakes means I’m learning.</li> <li>• Use my own initiative to find a range of resources.</li> </ul>
 <b>Being curious</b>	<ul style="list-style-type: none"> <li>• Ask questions to learn more.</li> <li>• Try things out in a different way</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to extend my learnin.,</li> <li>• Experiment with different ideas and choose the best one.</li> </ul>
 <b>Enjoy learning</b>	<ul style="list-style-type: none"> <li>• Show you are interested by sharing your ideas.</li> <li>• Find out more about things that interest you.</li> <li>• Be happy to join in.</li> </ul>	<ul style="list-style-type: none"> <li>• Always be an active learner.</li> <li>• Ask to do more.</li> <li>• Be happy to join in an encourage others.</li> </ul>
 <b>Ready to learn</b>	<ul style="list-style-type: none"> <li>• Show you can listen to adults and other children.</li> <li>• Have all the equipment you need for the task.</li> <li>• Focus on your own learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Show you can listen and respond.</li> <li>• Have everything you need for the school day.</li> <li>• Manage distractions independently.</li> </ul>
 <b>Working together</b>	<ul style="list-style-type: none"> <li>• Work with a learning partner and in different small groups.</li> <li>• Follow class rules and routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in a range of groups taking on different roles.</li> <li>• Follow class rules and routines with adults.</li> </ul>
 <b>Aiming high</b>	<ul style="list-style-type: none"> <li>• Feel OK to take on a challenge,</li> <li>• Know that feedback will help me improve.</li> <li>• Remember what I have learned before and link it to new learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Look for ways to challenge yourself.</li> <li>• Use previous feedback to help in future tasks.</li> <li>• Make connections between different subjects and transfer to a wide range of situations.</li> </ul>

### **Appendix 3 ( to be displayed in all classrooms and break out rooms)**

#### **The classroom rules**

1. We are silent when the teacher is talking.
2. We follow instructions immediately.
3. We let others get on with their work.
4. We show respect.
5. We are safe

**Appendix 4 (to be displayed in all classrooms)**  
**Maths Problem Solving Strategy Posters**

**Lower school – Years 3 and 4**

- **R**ead the question- the information we already have
- **U**nderline key numbers and vocabulary
- **C**hoose the calculation –you might draw a picture or bar model to help you decide
- **S**olve and see – do the calculation and see if it looks right
  - 1) Will the answer be bigger or smaller?
  - 2) Roughly what will the answer be? (estimate)
  - 3) How many digits will it have?
- **A**nsWER – what does it mean? Refer back to estimate and question
- **C**heck through the question – tick off what you have done. Have you completed all the steps?

**Upper School- Years 5 and 6**

- **R**ead and label – identify need to know facts
- **U**nderline key numbers and vocabulary
- **C**hoose the calculation(s) and estimate –draw a diagram, bar model or numberline if it helps
- **S**olve – show your working
- **A**nsWER – what does it mean? Refer back to estimate and question
- **C**heck and consider. Use inverse/another calculation to check. Tick off what you have done including accurate copying of numbers. Is your answer reasonable?

R  
U  
C  
S  
A  
C

**Read and label** - the information we already have



Underline key numbers and vocabulary

**Choose the calculation** - you might draw a picture or bar model to help you decide



**Solve** – do the calculations and see if it looks right

- 1 Will the answer be bigger or smaller?
- 2 Roughly what will the answer be? (estimate)
- 3 How many digits will it have?

**Answer** – what does it mean?



Refer back to estimate and question

**Check and consider** Tick off what you have done. Have you completed all the steps?



R  
U  
C  
S  
A  
C

**Read and label** - the information we already have



Underline key numbers and vocabulary

**Choose the calculation** - you might draw a picture or bar model to help you decide



**Solve** – do the calculations and see if it looks right

- 1 Will the answer be bigger or smaller?
- 2 Roughly what will the answer be? (estimate)
- 3 How many digits will it have?

**Answer** – what does it mean?



Refer back to estimate and question

**Check and consider** Tick off what you have done. Have you completed all the steps?



**R** **Read and label** Identify need to know facts 

**U**  **Underline** key numbers and vocabulary

**C** **Choose the calculation(s) and estimate** 

**S**  **Solve – do the calculations** 

**A** **Answer – what does it mean?**  **Refer back to estimate and question**

**C** **Check and consider** Use inverse/another calculation to check. Tick off what you have done, including accurate copying of numbers. Is your answer reasonable? 

**R** **Read and label** Identify need to know facts 

**U**  **Underline** key numbers and vocabulary

**C** **Choose the calculation(s) and estimate** 

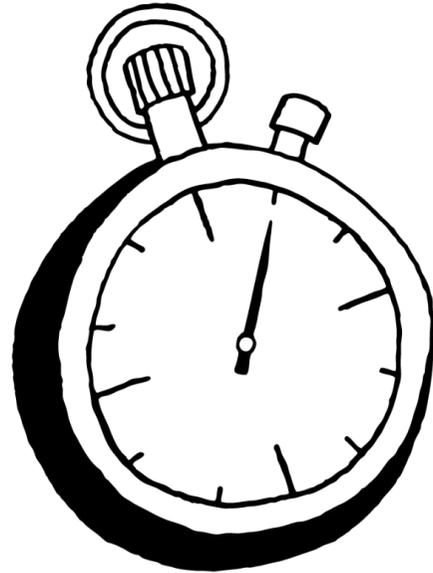
**S**  **Solve – do the calculations** 

**A** **Answer – what does it mean?**  **Refer back to estimate and question**

**C** **Check and consider** Use inverse/another calculation to check. Tick off what you have done, including accurate copying of numbers. Is your answer reasonable? 

# Transition Class Record

This class can  
hand books  
out, have  
stationery in  
place and be  
ready to learn  
in...

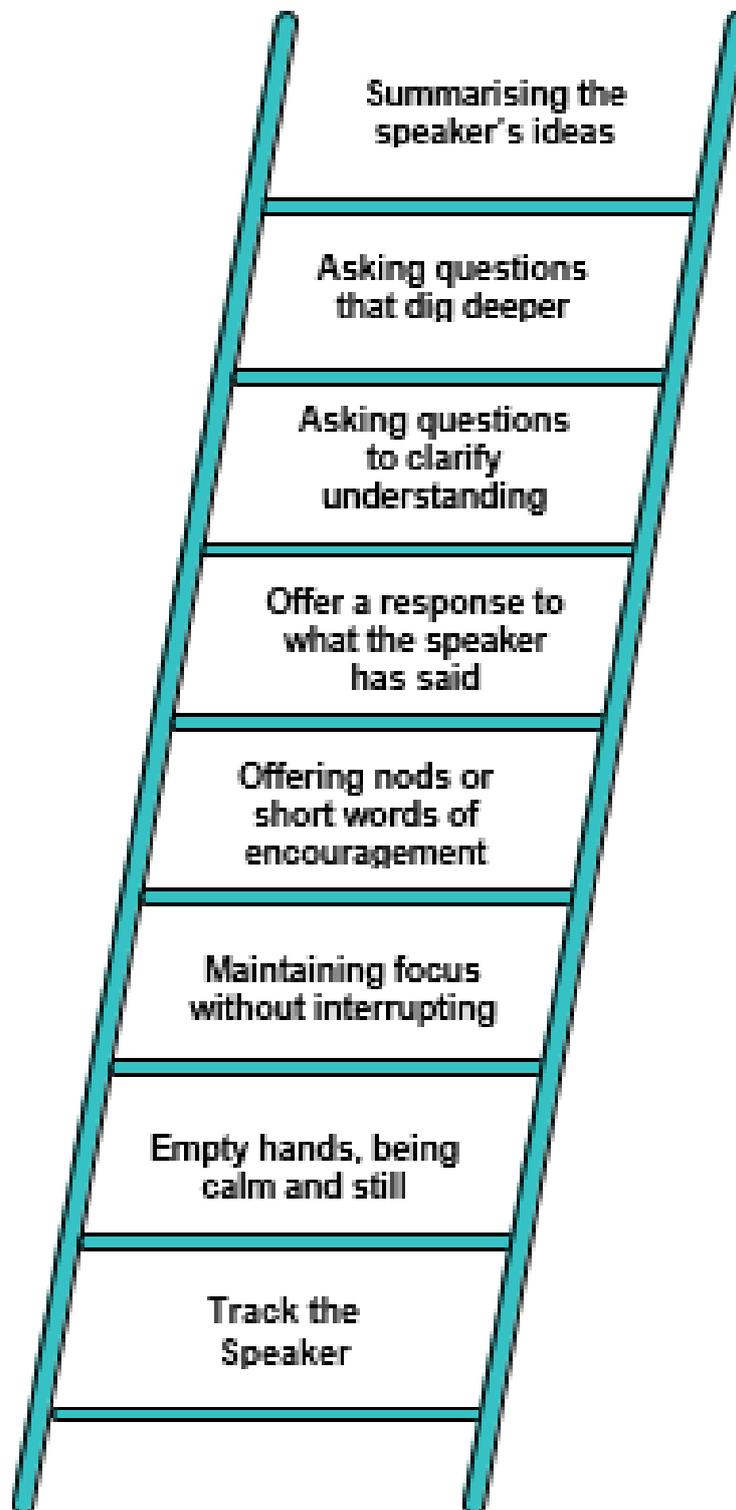




# Almond Hill Junior School

## Appendix 8 – listening ladder

The Listening Ladder sets out the various listening skills and orders them in terms of complexity. It can be used to support students to reflect on their discussion and to set targets for which rung they want to reach.



## Instigate

Present an idea or open up a new line of inquiry



- “ I would like to start by saying \_\_\_\_
- “ I think \_\_\_\_
- “ We haven't yet talked about \_\_\_\_

Instigate

## Probe

Dig deeper, ask for evidence or justification of ideas



- “ Why do you think \_\_\_\_?
- “ What evidence do you have to support X idea?
- “ Could you provide an example?

Probe

## Challenge

Disagree or present an alternative argument



- “ I disagree because \_\_\_\_
- “ To challenge you X, I think \_\_\_\_
- “ I understand your point of view, but have you thought about \_\_\_\_?

Challenge

## Clarify

Asking questions to make things clearer and check your understanding



- “ So are you saying \_\_\_\_?
- “ Does that mean \_\_\_\_?
- “ Can you clarify what you mean by \_\_\_\_?

Clarify

## Summarise

Identify and recap the main ideas



- “ So far we have talked about \_\_\_\_
- “ The main points raised today were \_\_\_\_
- “ Our discussion focused on \_\_\_\_

Summarise

## Build

Develop, add to or elaborate on an idea.



- “ Building on X's idea \_\_\_\_
- “ I agree and would like to add \_\_\_\_
- “ X's idea made me think \_\_\_\_

Build



Oracy in the classroom

## DISCUSSION GUIDELINES



- 1) We are silent when someone else is talking
- 2) We actively listen to other people's ideas
- 3) It is okay to change your mind/ opinion
- 4) We are always respectful and never laugh at other's ideas
- 5) Invite others into our discussion
- 6) We always have a go and try our best

**All of our voices matter!**



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**Appendix 10 – Oracy Framework Skills**

	<b>Oracy Framework Skills</b>						
	<p>- Pace of speech - Tonal variation - Clarity of pronunciation - Voice projection Body language - Gesture &amp; posture - Facial expression &amp; eye contact</p>						
	<p>Choice of content to convey meaning &amp; intention - Building on the views of others Structure &amp; organisation of talk Seeking information &amp; clarification Giving reasons to support views - Critically examining ideas &amp; views expressed</p>						
	<p>Appropriate vocabulary choice Language - Register - Grammar Rhetorical techniques - Rhetorical techniques such as metaphor, humour, irony &amp; mimicry</p>						
	<p>Guiding or managing interactions - Turn-taking Listening &amp; responding - Listening actively &amp; responding appropriately Confidence in speaking - Self assurance - Liveliness &amp; flair Audience awareness - Taking account of level of understanding of the audience</p>						

# The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

