

ST. FRANCIS' CATHOLIC PRIMARY SCHOOL

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Policy Documents for Teaching and Learning and Feedback



Policy agreed: Autumn 2021

Reviewed (every 3 years or sooner if required): Autumn 2024

Policy on Teaching and Learning Feedback

Respect ~ Reflect ~ Achieve ~ Grow

At St. Francis', we teach the national curriculum interwoven with our school experiences and opportunities, to enable children to take their learning further than the classroom and into their future education. In addition, our school **Mission Statement** sets out our Catholic ethos, which encompasses every part of school life. It explains how we set out to fulfil the purpose of Catholic education, providing our pupils with the knowledge, understanding and skills to think spiritually, ethically and theologically.

We aim to ensure that each child has equitable exposure to learning opportunities. This means that adaptations are made for each class or cohort with reference to the needs of the children in a way they can embrace curiosity, awe, wonder and joy of learning within the outline set by the national curriculum. Children are encouraged to consider how they best learn (meta-cognition) and become proficient in making their own choices as learners. By adopting these approaches, we support the children on their journey to becoming independent life-long learners.

Central to the school teaching and learning is that reading, writing and maths knowledge and skills are at the heart of the curriculum. Every opportunity should be taken by staff to build on the skills taught in these core subjects, making links where appropriate between subject areas to enhance and instil a love of learning.

As a Compassionate School and one that embraces the "Thrive" approach, pupil and staff well-being is key to the children's journey through St Francis'. Through this approach teachers are helped to nurture supportive relationships so the children are better able to cope with life's ups and downs and ready to engage with learning.

Lessons include a focus on Playful, Accepting, Curious and Empathetic (PACE) teaching and the Vital Relational Functions (VRF's) which enables staff to attune to the needs of the children they are teaching.

Through our Great Learner provision we encourage our pupils to participate fully and take responsibility for their learning, and to persevere, develop as resilient and independent learners, learn through their mistakes and always try to do their best.

We are committed to equal opportunities for all pupils and follow the Bishop's statement in following several Key Principles in the planning and delivery of our curriculum: (CES 1997)

Every learner:

- Has a divine origin and is a unique individual
- Is gifted by the Holy Spirit
- Has the right to be included fully in the life of the Church community
- Has the right to education and to have potential identified and developed
- Has the right to be regarded as having equal value and worth
- Has the right to a broad, balanced, relevant curriculum
- Has the right genuine access to the whole curriculum
- Has the right to be challenged by and to achieve in the learning situation

- Has the right to share with and learn from others

We intend that through our curriculum children experience:

- A special relationship with God
- Prayer which reflects the essence of our lives

Our children learn effectively when a variety of teaching strategies and techniques are used by the staff. These strategies are applied within a whole class setting, focus group work and on an individual basis. To include but not limited to the following:

- Maintain high expectations
- Establish positive attitudes towards learning and reflect on them
- Encourage children to persevere with their learning
- Celebrate and value children's achievement and effort
- Provide an inclusive learning environment
- Structured and layered lessons
- Teach lessons with good pace
- Use targeted questioning to move learning forwards
- Support oral and mental opportunities
- Provide visual, auditory, kinaesthetic experiences in a variety of learning situations
- Provide opportunities for challenge
- Scaffold learning for children who need support to meet the learning objective
- Make good use of modelling in all subject areas
- Use resources to enhance learning
- Respond to misconceptions that may arise
- Deploy support staff well
- Awareness of particular groups of children with regards to their learning needs and their attainment
- Provide varied opportunities to investigate and discover through practical work
- Provide the opportunities to practice skills and apply them
- Implement time for discussion of prior learning and discussion of how to move the learning forwards
- Solve problems by applying learning
- Giving independent learning opportunities to apply knowledge of learning

We take time to reflect and aim to ensure children understand British Values, treating all with respect and we instil in the children the Gospel values through focuses per month on the St Francis' core school values. St Francis' core school values are:

- Perseverance
- Responsibility
- Respect
- Patience (Hope and Trust)
- Faith

- Friendship (Care and Compassion)
- Forgiveness
- Courage
- Peace
- Thoughtfulness and
- Appreciation

Assessment and Feedback

At St Francis' our assessment practice involves all stakeholders. Staff will be expected to complete data drops throughout the year and take part in professional discussions regarding the progress and attainment of the children within their classes. Our whole school assessment outcomes are shared and discussed with Governors via the school's Full Governing Body (FGB) meetings.

Ongoing assessment through feedback

Underpinning our curriculum is the on-going assessment for learning principles which ensure that at all levels of learning children are given opportunities to move forward with their learning and therefore fulfil the goal of becoming lifelong learners.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. **Immediate feedback** - at the point of teaching
2. **Summary feedback** - at the end of a lesson/task
3. **Next lesson feedforward** - further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson has finished
4. **Summative feedback** - tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.

We want our children to develop as independent learners, with an awareness of their own strengths as well as being skilled and able to tackle areas for development. Therefore, it is essential that:

- feedback creates an informative and accessible dialogue with clear teacher and pupil roles
- the children are made aware of learning objectives and the steps to success that their work will be assessed against, in age-related vocabulary
- clear provision is made for opportunities to reflect and act upon 'next step' improvement comments, thereby moving learning forwards: Use of **pink** pens to celebrate elements of the work that meet or exceed the learning intention (this can be through pink ticks or comments), **green** to identify elements where improvements need to be made. The children are then able to use a **purple** (or an agreed coloured pen/pencil) pen to further edit their work to make improvements.
- children are taught to understand what pink and green means and are able to reflect on this to move their learning forward

- Online feedback will happen where appropriate within learning with children receiving next step feedback where appropriate
- improvement is cyclical, valued and clearly evidenced
- the learning needs of individual children are understood and work is adjusted and matched to need
- feedback is expected to take place in every lesson, this can take a multitude of forms including: formal marking, verbal feedback, peer assessment, self-assessment, planned developmental questions in addition to conferencing on a 1:1 or within groups i.e. guided groups

Home learning

-When needed (ie during the COVID pandemic) learning may take place at home using the schools online learning platform. Feedback will be expected to be given. Through the systems above, children will take some responsibility for the learning and will be able to talk about their learning and about what their 'next step' for growth and improvement is.

Reporting to parents

Teachers are responsible for reporting to parents on progress and achievement. There are opportunities to do this throughout the year. At parents evening staff will share with parents any interventions that have been put in place and any other strategies relevant to maximising the child's achievement.

Parent's Evenings

- **Autumn:** Will focus on how the children have settled in, how they are learning, targets for the year.
- **Spring:** Progress against their targets, what the children need to work on.
- **Summer:** A meeting is offered following the end of year Report - Parents who wish to see the teacher can make an appointment with the class teacher via the office.

Written Reports

- **Short Report (December):** A short report on progress against targets and attitudes to learning.
- **Annual Main Report (July):** During the **annual report** to parents, teachers complete the template which informs parents as to the child's current achievement, a narrative entry on their year, achievement so far and their strategies to enable further progress during the following year.

Monitoring the policy

All aspects of this policy are regularly and thoroughly monitored led by the SLT. Responsibility for monitoring is shared as follows:

The Governors

- Receive termly reports from the Headteacher regarding all aspects of teaching and learning
- Are aware of attainment and progress using the school's Insight Tracker
- Monitor the SEF and SDP

- Are familiar with aspect of the curriculum for which the *Governors* have direct responsibility, e.g. RSHE, school trips etc
- Kept abreast of current changes and developments within the primary curriculum

The SLT

- Monitor pupil progress and assessment results
- Monitor the quality of teaching and learning through observation, sampling etc
- Ensure that appraisal supports the professional development of all staff
- Ensure the targets in the SEF and SDP are met
- Ensures a regular cycle of observations of teaching and learning

Subject Leaders

- Sample pupil work regularly through book scrutinies (at least once a term)
- Observe lessons(through drop ins) and evaluate children's learning response
- Lead staff development and with support from SLT support colleagues within the subject
- With support from SLT be informed of trends of attainment and progress within their subjects

Review

This policy is reviewed every three years, or sooner if changes or improvements are made to our practice.