



# Huntley C of E Primary School

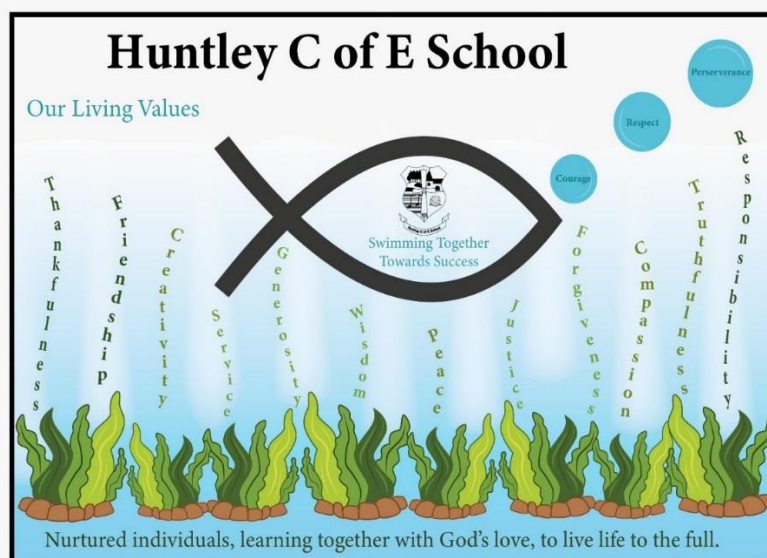
## Teaching and Learning Policy

Incorporating Marking & Feedback and Remote learning

September 2025

To be read in conjunction with:

Homework Policy



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## Document Reviews and Amendments

Amendment Date	Change to Document	Date of Approval
September 2020	Scheduled review	
January 2022	Scheduled review. Any changes in practice added and marking key updated.	Q of E committee meeting 20/01/22 FGB 27/01/22
July 2022	Remote teaching policy updated and information needed added to this policy. Covid guidance section removed	Staff meeting 12/06/22
01/12/22	Assessment section added	Q of E meeting 02/12/22
30/09/24	Reviewed by staff	Staff meeting 30/09/24
08/10/25	Reviewed by staff	Staff meeting 08/09/25

# Teaching and Learning Policy

## Good teaching fosters good learning

### Rationale

The principles of teaching and learning which guide the work in the school are as follows:

- To include all pupils in a culture of high expectations of work and behaviour
- To enable all pupils to achieve their best
- To establish the centrality of literacy and numeracy across the curriculum
- To infuse learning skills across the curriculum, thus enriching the learning experience
- To encourage independent learning
- To expand teachers' repertoire of teaching strategies and techniques, including assessment for learning strategies, thus making learning worthwhile and enjoyable

### Strategies and guidance

#### **Schemes of work will:**

- Clarify objectives and progression
- Identify clearly the subject knowledge to be taught
- Include different learning style opportunities so that all pupils are able to learn in their preferred style
- Include references to differentiated work to enable all pupils, whatever their ability, to learn effectively
- Provide opportunities for challenging tasks for the more able.
- Provide opportunities for developing independent learning
- Identify appropriate and planned use of computing

#### Teachers will:

- Focus and structure their teaching so that pupils are clear about what is to be learned and how, and how it fits with what they know already, using WALTs (We Are Learning To) at the beginning of lessons
- Actively engage pupils in their learning so that they can make their own meaning from it
- Make clear what the assessment / success criteria are
- Develop systematically pupils' learning skills so that their learning becomes increasingly independent

- Use assessment for learning to help pupils to reflect on what their next learning steps will be and how to achieve them
- Make use of baseline data and plan work accordingly
- Create an environment that promotes learning in a settled and purposeful atmosphere
- Use a variety of resources and varied activities, providing opportunities for different learning styles of pupils
- Use Teaching Assistants and other adults effectively
- Ensure a sharp start and continued good pace to the lesson with a high percentage of time on task.
- Use a variety of questioning methods to explore learning and encourage pupils to question.
- Give positive feedback to all children (to include displaying work, merits and rewards in line with School policy)
- Set homework in line with the homework timetable and school policy document (see Homework policy)
- Follow Behaviour policy

Lessons will:

- Have learning objectives (expressed as WALTs) which are communicated to the pupils and written on the board / Working wall when appropriate.
- Have clear learning outcomes and where appropriate success criteria.
- Will be structured to include starters and plenaries whenever appropriate.
- Have differentiated work available, with extension work for those who have completed work - not more of the same. (With the exception of maths where all pupils have opportunity to complete 'do it', 'twist it' and 'deepen it' tasks).
- Be evaluated and adjusted when needed

Pupils will:

- Respond in line with the behaviour expectations
- Be encouraged to take pride in their work and the achievement of others
- Be encouraged to respond with enthusiasm
- Evaluate their own effort and progress and set realistic and challenging targets.

### **Marking**

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives; enabling the children to become reflective learners and helping them to close the gap between current and desired performance.

To ensure a manageable workload, marking should be purposeful and not every piece of work needs feedback if it doesn't help move the learning on. If an objective has been met this can be ticked as met and written feedback is not required. Obviously if improvements/ changes are required to address a misconception or provide next steps then more detailed feedback is needed.

### **Principles**

Marking and feedback should:

- Be manageable.
- Relate to learning objectives, which need to be shared with children.
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Involve children in the same process (whether written or oral), to ensure equity across subjects and abilities.
- Take account of each child's previous attainment within the context of marking towards the learning objective.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Inform future planning and individual target setting.
- Be accessible to children.
- Use consistent codes throughout the school. (See *appendix A*).
- Ultimately be seen by children as positive in improving their learning.
- Encourage and teach children to self-edit/check wherever possible.

### **Strategies**

**SUMMATIVE FEEDBACK/MARKING:** This usually consists of ticks, dots (KS1 - to repeat correctly) and is associated with closed tasks or exercises. Wherever possible, children should self-mark or the work should be marked as a class or in groups.

**FORMATIVE FEEDBACK/MARKING:** With oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning objective and secondly on other features.

### **Quality Marking**

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Wherever the task is open or narrative, feedback should focus first and foremost on the learning objective of the task. The emphasis in marking should be on both

success against the learning objective and improvement needs against the learning objective.

When and where appropriate one positive and one developmental comment should be made.

Focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved (e.g. 'What else could you say about the prince?', 'Say something about the prince's personality', 'Try one of these words: handsome, elegant, arrogant')

With English narrative writing, codes can save time and make the feedback more accessible to the child: highlight up to three things (maybe two or one with younger children) which are best against the learning objective, and include a constructive comment. Where codes are inappropriate, success and improvement should be pointed out verbally or in written form.

Useful constructive comments are:

- A **reminder** prompt (e.g. 'What else could you say here')
- A **scaffolded** prompt (e.g. 'What was the dog's tail doing?', 'The dog was angry so he...', 'Describe the expression on the dog's face').
- An **example** prompt (e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes') This may be given verbally.

### **Secretarial features**

Spelling, punctuation, grammar, etc., should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things in one space of time. However, each year group has a set of 'non-negotiables' which the children should check are correct before giving to the class teacher. When work is finished, ask children to check for things they know are wrong in their work when they read it through. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking words up. Some spellings should be selected for the child to write correctly three times.

Only give children feedback about those things you have asked them to pay attention to. This will mean that some aspects of writing are unmarked, but over time will be marked.

### **Self-marking**

Children should self-evaluate wherever possible. In Key stage 2 children can identify their own successes and look for improvement points through the use of success criteria. The plenary can then focus on this process as a way of analysing the learning. **Editing cards are available to support self-editing.**

## Shared marking

Using a piece of work from a child to mark as a class, using interactive whiteboard or enlarged copy, at regular intervals, models the marking process and teacher particular points at the same time.

## Paired marking

Before ends of lessons, children should sometimes be asked to evaluate work in pairs. The following points are important:

- Paired evaluation should not be introduced until Key Stage 2 unless teachers feel younger children are ready for this.
- Children need to be trained to do this, through modelling with the whole class, watching the paired editing in action.
- Ground rules (eg. listening, interruptions, confidentiality, etc.) should be decided.
- **In Upper KS2 the children will peer assess work against given criteria and the pairs can discuss how to edit the work together.**
- Pairings need to be based on someone you trust - best decided by teacher
- Encourage a dialogue between children rather than taking turns to be the 'teacher': they should discuss each other's work together (eg. 'I think this bit really shows how that character feels, what do you think?')

See Appendix One for marking key

## Organisation

- The first 5-10 minutes of a lesson should, wherever possible, be used to get around the class to establish understanding and act on it where the work is too easy or too difficult.
- Where possible, children should be encouraged to self-edit.
- Allowed time to go through work, reflect on a teacher's comment or to mark as a class.
- Wherever class discussion takes place, feedback is given orally. Notes might also be necessary to inform assessment/ future planning as a result of the discussion findings.
- Children need to have some feedback about their work, but flexibility is important, depending on the nature of the task and the time available.
- Distance marking should be accessible to children and manageable for teachers. Use codes against learning objectives wherever possible.
- When work has been distance marked, time should be given for children to read and then make one focused improvement based on the improvement suggested (linked with the arrow when codes are used). In order for the marking to be formative, the information must be used and acted on by the children.

## **Assessment**

Regular assessment is carried out throughout the year to track progress/ achievement and to inform planning.

### Assessment timetable |

	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>SPAG</b>	<b>Maths</b>	<b>Science</b>
Term One	Formal assessment Twinkle	Ongoing through hot writes. Moderation 2 and 4.	NFER spelling age. 2,4,6		End of unit BAM assessments	Units assessed when appropriate
Term Two				Formal assessment in teacher file	End of unit BAM assessments Formal assessment NFER	
Term Three	Formal assessment Twinkle				End of unit BAM assessments	
Term Four				Formal assessment in teacher file	End of unit BAM assessments Formal assessment NFER	
Term Five	Formal assessment Twinkle				End of unit BAM assessments	
Term Six				Formal assessment in teacher file	End of unit BAM assessments Formal assessment NFER	

Outcomes are tracked on the school INSIGHT tracking system.

Policy reviewed 08/10/25

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## Appendix One

### Marking

Use Pink and Green pens for marking

● Incorrect

✓ Correct

Ⓢ Supported work

Ⓥ / teacher stamp - Verbal feedback given

Highlight/ underline good examples – where learning objective have been met in **Green- Green for great**

Highlight/ underline examples needing to show improvement in **Pink - Pink to Think**

**WALT** – We are learning to...

## Appendix Two – Remote learning guidance

### Remote learning- information

Should there be a need to move across to remote learning for any reason, we will use Microsoft teams to deliver work and other communication will be sent via Parentmail as usual.

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

In the first few days, the teachers will put work on the Parentmail app for the children to complete. Lessons will be prepared, which do not need printing out wherever possible, as we know this sometimes proved an issue previously. In KS2, answers to any task will be sent out as well to allow self/parent checking. If necessary work can be photographed/scanned and emailed to the teacher.

Following this adjustment period, we will deliver the curriculum in the following way:

**Years 3-6:** In the mornings we will teach the same curriculum remotely as we do in school wherever possible and appropriate. There will be a separate math lesson for each year group, with follow up work for the children to complete and submit online. There will be an English lesson for each class which will be delivered as normal, as far as possible and also a guided reading session.

**Y2:** In Year Two, the children will also have a math and English lesson but instead of guided reading, they will have a phonics on alternate days.

**Reception and Year One:** We understand that it is more challenging for the younger children to access lessons online that said we are keen to ensure our phonics provision is delivered daily, by the class teacher. Therefore, Reception and Year one children will have a daily phonics lesson. The class teacher will set tasks for home learning, more practical based tasks consolidating basic skills. These tasks will follow the topics which would have been delivered in school

### **Accessing online learning**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We are able to lend laptops if needed.
- If parents need any materials printed, school are able to do that if necessary.
- Information about increased mobile data etc. will be published on the front page of the school website.
- Please phone the school office if there are any queries. 01452830510

The curriculum will be delivered in a variety of ways- this is the general format we aim for it to take:

**Years 3-6:** In the mornings, we will teach the same curriculum remotely as we do in school, wherever possible and appropriate. There will be a separate math lesson for each year group, with follow up work for the children to complete and submit

online. There will be an English lesson for each class which will be delivered as normal, as far as possible and also a guided reading session.

During guided reading, the teacher will read the text and a copy will be shared with the children afterwards. As with math the children will have follow up tasks to complete online and submit via Teams. On the occasions that the teacher would prefer the children to write by hand, work will need to be photographed and emailed to the teacher. Guidance on this will be given if needs be.

Class Ocean: [bandrews@huntley.gloucs.sch.uk](mailto:bandrews@huntley.gloucs.sch.uk) mhulse@huntley.gloucs.sch.uk

Class Estuary: [smeek@huntley.gloucs.sch.uk](mailto:smeek@huntley.gloucs.sch.uk)

Class River: [mhulse@huntley.gloucs.sch.uk](mailto:mhulse@huntley.gloucs.sch.uk)

**Y2:** In Year Two, the children will also have a math and English lesson but instead of guided reading, they will have a phonics on alternate days. However, the children will log in the same times each day. During English lessons the teacher is keen to develop the children's handwriting so it will be more likely that the children will be asked to complete their written work on paper and send in via email rather than type in their answers.

**Reception and Year One:** We understand that it is more challenging for the younger children to access lessons online, that said we are keen to ensure our phonics provision is delivered daily, by the class teacher. Therefore, Reception and Year one children will have a daily phonics lesson. The class teacher will set tasks for home learning, more practical based tasks consolidating basic skills. These tasks will follow the topics which would have been delivered in school. When appropriate the teacher will let you know of any additional teaching sessions which may be held.

There will be a daily story time delivered by the class teacher and we also encourage parents to read to home to/with their child on a daily basis.

### **Afternoon work**

To make up the required hours we have set tasks for the children to complete in the afternoon. There is a task linked to each area of the curriculum. The children may require some support with these tasks but hopefully it will be an enjoyable shared experience rather than a structured taught session. Most of the tasks the children are able to access independently.

### **Engagement and attendance**

Staff will be delivering online lessons in the mornings via Microsoft teams and the expectation is that all pupils take part. We appreciate, particularly in households with more than one child, it may not be possible to access the lesson live. Therefore, all sessions will be recorded and staff will send the link (as an assignment) to all those who do not access the live lessons, After the children have submitted their work the teachers will mark and offer feedback.

We encourage children to access the lessons independently to replicate the classroom environment in school and they need to have a go themselves. This allows staff to know what the children have understood and to be able to offer feedback or further support if necessary.

Please ensure your child has a pencil and paper with them to make notes/ carry out calculations etc. during the lesson.

Staff will check the attendance daily. If a child doesn't access the lesson 'live' staff will send the recorded session as an assignment to complete when they can. The expectation is that all work should be sent in before 4:00 so that teachers can mark and give feedback before the next lesson.

Teachers will contact parents directly if work has not been received or there is an issue with attendance.

### **Feedback**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows: Feedback will be given on a daily basis when a child submits work. If necessary the class teacher will request a 1:1 meeting to support an individual/small group.

Feedback on the afternoon tasks will be given if a picture is sent in but with most of the tasks, feedback will be given when school resumes as most are part of whole school/class projects.

Please appreciate that staff will be teaching all morning so feedback will not be immediate

### **Additional needs**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

With SEND children we ask that the children have a go with the lessons, for example the 'do it' math tasks will be accessible. Staff may at times send different work if appropriate. During the week staff will be in touch to organise 1:1 sessions to ensure that learners are accessing the lessons and sort out any issues/ deliver any appropriate interventions. Please contact the class teacher or Mrs Curtis if there are any concerns.

### **Individual remote learners**

If a child needs to access remote learning due to a given situation, the provision will be discussed with staff/carers and organised on a case by case basis.

