



## **Learning and Teaching (Including Marking and Feedback) Policy**

<b>Policy Owner</b>	<b>Bridge Short Stay School</b>
<b>Last Reviewed</b>	<b>September 2020</b>
<b>Approved by Management Committee</b>	<b>January 2021</b>
<b>Next Review Date</b>	<b>September 2021</b>

# The Bridge Centre

## Teaching and learning Policy

### The Aim of the Policy

To deliver a consistent approach to learning so that our young people establish positive student routines, habits to promote their own learning, depth to their knowledge and extend their skills across their studies.

To guide what teachers do, how time is managed and promote an effective and well-managed learning environment in which the individual needs of each young person can be met.

To value diversity and to actively ensure inclusion.

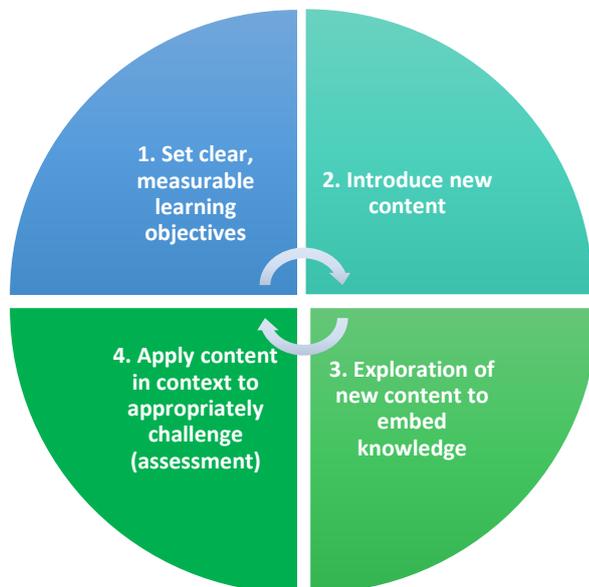
### The Key Principles of Learning at the Bridge.

When planning for learning staff are to be guided by a student-centred approach which focuses on the three principles of;

1. Making sense of the information
2. Building on existing learning
3. Learning just beyond current understanding (knowledge and or skill)

To maximise the opportunity to promote the 3 key principles staff are expected to plan, deliver, assess, provide feedback and reviewing learning.

### The Learning Cycle at Bridge



The learning cycle at Bridge identifies the key stages of learning needed in school to maximise and engage sufficient opportunity to deliver the key principles of learning.

### *Part 1 setting of Objectives*

Within the cycle staff must set objectives using the agreed stems of KNOW, UNDERSTAND, DEVELOP SKILLS IN. These are to be set at the start of a planned cycle of learning and may be for a single or multiple lesson cycle of learning. When planning for the duration of the cycle staff must take into account the need of the individual learners.

### *Part 2 Introducing new content*

When introducing new learning staff must engage students with clear and effective instructions using the guidelines;

- Be clear about the condition you are doing the learning in (pairs, together, by themselves)
- Be clear about what they are to do including resources they will use/need.
- Be clear about time limits
- Check student understanding (repeat back / model)
- Reinforce by putting them on a slide/ include as part of the resources.

When introducing and presenting new material this must be done in small steps with student practice after each step. It is therefore appropriate to limit the amount of material students receive at one time and re-teach material when necessary. Mechanisms to deliver new content are at the discretion of the individual professional but must initiate only new learning and not review the unknown<sup>1</sup>. As part of the process all staff are expected to provide worked examples of problems or tasks and/or provide a number of examples.

### *Part 3 Exploration of New content to embed knowledge*

After introducing new content staff are required to plan for inspiring students, provide opportunity to think hard and give adequate time for practice to embed skills securely. This part of the cycle creates fluent understanding and transfers learning to the long-term memory.

Desirable difficulties which make short-term performance harder and cause better long-term learning include:

- varying the conditions of practice
- spacing practice sessions with gaps to allow forgetting
- interleaving rather than blocking topics
- using retrieval quizzes to test recall.
- providing a high level of differentiated active practice for all students
- guiding and scaffolding for students as they begin to practice
- preparing students for independent practice
- monitoring students when they begin independent practice to provide feedback and corrections.

### *Part 4 Assessment of learning*

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<sup>1</sup> Research supports the investigation of what 'might be known' enhances the opportunity to embed misconception therefore questioning and review must only focus on what has been covered in learning time and never review what student might know about a topic/subject previously - Principles of Instruction, Barek Rosenshine

All students will be required to complete a summative assessment at the appropriate stage of a learning cycle or combinations of cycles with the minimum expectation of one summative assessment per term.

*Feedback as part of the Learning Cycle (including Assessment for learning)*

Staff are expected to appropriately review learning through questioning, formative assessment and summative assessment.

When deploying questioning techniques staff are to use the stems provided to challenge, probe for misconception and ensure progress (please see guidance below)

Asking the right Questions to check progress
<b>Questions that push to get <u>further explanation</u> (clarification)</b>
<ol style="list-style-type: none"> <li>1. Can you explain that .....?</li> <li>2. What do you mean by that .....?</li> <li>3. Can you give an example of .....?</li> <li>4. How does that support .....?</li> </ol>
<b>Questions that push to get <u>reason and evidence</u></b>
<ol style="list-style-type: none"> <li>1. Why do you think that ....?</li> <li>2. How do you know that.....?</li> <li>3. What evidence do you have to support that.....?</li> <li>4. Can you give another example.....?</li> <li>5. If you only had 1 minute to convince somebody what would be your point be....?</li> </ol>
<b>Questions that push to get <u>a different point of view</u></b>
<ol style="list-style-type: none"> <li>1. Can you give the other side of the argument...?</li> <li>2. Can you argue against this (whether you believe it or not)....?</li> <li>3. What is the main difference between what has been said ?</li> <li>4. What if ( set a different context for the situation/event etc) ....?</li> <li>5. What might make somebody argue against this?</li> </ol>
<b>Questions that push to get <u>consequences</u></b>
<ol style="list-style-type: none"> <li>1. From your ideas can we work out if....?</li> <li>2. How does.....agree/disagree with what has been said?</li> <li>3. What might happen next if it happened this way ... (set context) ...?</li> <li>4. Is there a pattern to .....?</li> <li>5. How could we test to see if .... (this was the truth, who did it etc?)</li> </ol>
<b>Questions which <u>re-focus</u></b>
<ol style="list-style-type: none"> <li>1. How does (name) comment help us answer the question.....?</li> <li>2. So how far have we answered the question/ solved the issue ...?</li> <li>3. Based on what we have said is there an answer to this question /issue?</li> </ol>

Formative assessment must form part of the cycle and form part of the practice stage in the build up to summative assessment. The formative assessment must be used by staff to inform understanding of progress and inform immediate planning to ensure student progress. Expectation is for staff to note formative assessment as part of their record keeping but only summative assessment is to be used to inform whole school data collection.

Integral to the assessment of students working and the reporting of progress is the regular and high-quality marking of each student’s work. It is through this close assessment of a student’s progress and accurate diagnosis of next steps that a teacher is able to accurately assess a student’s current working at level. Accurate and regular marking also helps to ensure that the teacher is able to adapt plans for teaching and learning, so that each student has opportunity to make at least minimum expected progress. Within one term it is expected that each student will undertake a minimum of one formative and one summative assessments. All of these activities should be marked in detail. Therefore, it is expected that there will be a minimum of two extended pieces of feedback and marking in one term.

All extended pieces of feedback and marking include:

1. a diagnostic comment which clearly outlines what is secure for the learner (www.)
2. a minimum of one advisory comment which is immediately actionable and improves the extended piece of work (upgrade)
3. Where appropriate informed guidance/clarification of overall learning around the topic or skill (NET)
4. Addressing issues to do with presentation
5. Addressing issues to do with literacy – especially spelling, punctuation and grammar along with technical and subject specific vocabulary. This must include guidance for students to correct some spelling misconceptions.

### **Resources**

Resources used within a lesson must only support the learning set out in the objectives of the cycle. It is the responsibility of staff to assure that only the necessary resources are deployed and the resources support progress.

### **Management and Organisation of the Classroom**

Effective learning and teaching can only take place when students are developed as independent learners:

1. The organisation of the classrooms should meet the needs of the timetable
2. There should be a balance of individual, group and whole class teaching
3. Resources and equipment should be labelled, accessible and safely stored.
4. Students should be taught the skills and rules for using resources and equipment.
5. Students and staff should act together to establish an attractive, welcoming and well-organised environment engendering respect, care and value for all resources.

### **Support in the classroom**

- Classroom assistants are valued members of our team
- The use of a classroom assistant is planned by the teacher to gain the most effective learning for the students.
- Classroom assistant should be aware of their role and expected outcomes.
- The teaching of basic skills and concepts is the role of the teacher and should not be delegated.

### **Equal Opportunities and diversity**

All students have the right to equality of opportunity and a recognition of their diverse qualities and needs. Teacher's expectations of behaviour and performance by all students should be consistent. Teachers must ensure that the same students do not dominate activities.

## **Teaching and Learning Policy for Little Bridge (primary)**

### **Introduction**

At Little Bridge we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun and accessible for all. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives; our mission statement is 'Championing Every Child' and we take a flexible and creative approach to engaging our pupils with the learning process.

### **Aims and Objectives**

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims. At Little Bridge we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster the school values of 'compassion' 'empathy' and 'empowerment'. We want our pupils to:

- Access an appropriate level of literacy and numeracy and a confidence to learn more each day
- Become independent young people who are confident, flexible and able to cooperate with others
- Use their imagination and creative expression through a wide range of play opportunities
- Become conscientious young citizens of our multi-cultural society who are tolerant and respect others' values
- Have a pride in achievement and a desire to succeed
- Feel good self-esteem and equality of opportunity for all

### **Effective Learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective.

We consider these different forms of intelligence when planning teaching and learning styles. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn.



All teachers and HLTA's reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support teachers and HLTA's in developing their skills, so that they can continually improve their practice.

## Marking

We believe in the importance of marking and feedback to pupils as it is key to rewarding pupil progress and achievement. Constructive feedback gives pupils the opportunity to learn and develop. Written feedback to pupils is regular and purposeful.

### It is the responsibility of all staff to ensure:

- to ensure that all classwork is marked regularly using the Little Bridge feedback label
- to keep a record of marks achieved every six weeks onto pupil PPAPs
- to explain the marking system to pupils so that they understand their next steps
- to ensure that assessment information informs further curriculum planning
- the communication needs to be in a form which is comprehensible and clearly able to be understood by the individual student

Little Bridge Feedback Label:

 1:1 support/ TA assisted/ Independent work
LO (PIVATS):
Staff feedback:
Pupil feedback (scribed):
Next steps:

This policy was subject to discussion with staff and the reviewed regularly.

Signed \_\_\_\_\_ Headteacher

Date \_\_\_\_\_

Reviewed: