CHANNING SCHOOL'S TEACHING AND LEARNING POLICY

This policy applies to the EYFS

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TEACHING AND LEARNING POLICY

This policy should be read in conjunction with the School's Feedback Policy, SEN and Equal Opportunities Policy, Curriculum Policy and Safeguarding and Child Protection Policy

Appendix A: Feedback Policy

At Channing we acknowledge that:
- each teacher has their own style
- that students make the most progress when teachers plan lessons that focus on learning and pay attention to the research behind how students learn
- that great teaching & learning cannot be achieved by following a recipe, but there are some clear pointers in the research to approaches that are most likely to be effective and that there are clear recognised 'moves' of the Expert Teacher that make pupil progress and learning more likely

1. **Planning**
   a. Students Context
       i. Know the pupils, know the data and use this to inform your planning
       ii. Consider pairings / groupings
       iii. Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
       iv. Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

   b. Knowledge & skills to be acquired
       i. Identify outcomes in your planning
       ii. Start with the end in mind - begin your planning with the question: what knowledge and skills do I want my students to have learnt by the end of the lesson?
       iii. Plan to communicate the' Bigger Picture'
       iv. Strive for excessive clarity about what they want their students to be able to do as they progress through the lesson
       v. Be clear about what they are focusing on - technical proficiency or conceptual understanding

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      vi.   Know the key points you want pupils to remember and bring back to the next lesson - *'stickability'*

   c. Identify potential misconceptions
      i.   Identify possible misconceptions for this topic and which parts of the lesson the students will struggle most with. Plan how to prevent these from forming
      ii.   Develop a deep and fluent knowledge and flexible understanding of the content you are teaching and how it is learnt, including its inherent dependencies
      iii. Have an explicit repertoire of well-crafted explanations, examples and tasks for each topic they teach

   d. Prior Learning Context - What have they learnt already? How does it fit into the bigger picture?
      i.   Know where your students are starting from and what previous learning they need to revisit in today's lesson
      ii.   Take into account students' prior knowledge when planning how much new information to introduce

2. Lesson Learning Stages:
   a. Structuring:
      i.   Start with a short review of previous learning
      ii.   Sequence lessons so that students' secure foundational knowledge before encountering more complex content
      iii. Give students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress
      iv. Do not over-complicate lesson activities; reduce distractions that take attention away from what is being taught (eg) keep the complexity of a task to a minimum, so that attention is focused on the content
      v.   Encourages active engagement
      vi.   Checks pupils' understanding of instructions before a task begins

   b. Explaining:
      i.   Communicate with clarity of purpose - clear and detailed quality instructions
      ii.   Avoid overloading working memory

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iii. Pay attention to the 'cognitive load' new material presents; limit the number and complexity of new elements; break complex ideas or procedures into smaller steps

iv. Use high quality explanations of new concepts and ideas; present and communicates new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and reactivating/checking prior knowledge, builds on students' prior knowledge and links what students already know to what is being taught)

v. Make content explicit through carefully paced explanation

vi. Expose potential pitfalls and explain how to avoid them

vii. Display expert modelling walking students through problems and procedures - think aloud and model steps

viii. Use outstanding subject knowledge and understand how students think your subject and appropriate teaching strategies

ix. Combine verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.

x. Use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples)

c. Questioning:
   i. Use questions and dialogue to promote elaboration and connected, flexible thinking among learners
   ii. Use questions to elicit student thinking
   iii. Get responses from all students; using high-quality assessment to evidence learning

d. Interacting:
   i. Respond appropriately to feedback from students about their thinking/knowledge/understanding
   ii. Give students actionable feedback to guide their learning (see section on feedback)

e. Embedding lasting learning
   i. Provide opportunity and support for a high level of active practice for all students
   ii. Increase the likelihood of material being retained by balancing exposition, repetition, practice and retrieval of critical knowledge and skills

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   iii. Design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work

   iv. Increase challenge with practice and retrieval as knowledge becomes more secure

   v. Give students tasks that embed and reinforce learning; require them to practise until learning is fluent and secure; ensure that once-learnt material is reviewed/revisited to prevent forgetting

  f. Activating

   i. Make the steps in a process memorable and ensure pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).

   ii. Help students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning

   iii. Plan regular opportunities for deliberate practice

   iv. Encourage students to share emerging understanding and points of confusion so that misconceptions can be addressed

   v. Challenge students to identify the reason why an activity is taking place in the lesson

3. **Assessment and Feedback Opportunities ~ plan to check for understanding**

  a. Plan a large number of skilful, scaffolded, effective questions and check for understanding of all students

  b. Plan opportunities for effective ongoing assessment

  c. Check prior knowledge and understanding during lessons by using assessments to check for prior knowledge and pre-existing misconceptions

  d. Structure tasks and questions to enable the identification of knowledge gaps and misconceptions

  e. Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding

  f. Monitor pupil work during lessons, including checking for misconceptions.

  g. Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding

  h. Provide opportunities for consolidation and ask students to explain what they have learnt

  i. Give systematic meaningful feedback and use this to modify future practice - reteach when necessary

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j. Focus on specific actions for pupils and provide time for pupils to respond to feedback

k. Respond appropriately to feedback from students about their thinking/knowledge/understanding and give students actionable feedback to guide their learning

l. Think carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.

m. Use relevant data to monitor progress, set targets, and plan subsequent lessons

4. **Adaptive Teaching**

a. Have an understanding of different pupil needs

b. Identify pupils who need new content further broken down

c. Makes use of formative assessment

d. Makes effective use of teaching assistants

e. Build in additional practice or remove unnecessary expositions

f. Reframe questions to provide greater scaffolding or greater stretch

g. Check responses from all students

h. Design activities that help as many students as possible to feel success - keep as many students in the zone of challenge, and out of the zones of comfort or confusion

i. Create challenge through work that makes them 'struggle' - Sets task that stretch students, but which are achievable

j. Consider carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils

k. Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these

l. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development

5. **Literacy / Vocabulary**

a. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

b. Teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught

c. Model reading comprehension by asking questions, making predictions, and summarising when reading

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d. Model and require high-quality oral language, recognise that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary)

6. Creating a supportive environment and managing behaviour

a. Lesson habits / mindsets

  i. Communicate a belief in the academic potential of all students

  ii. Use intentional and consistent language that promotes challenge and aspiration.

  iii. Create a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine

  iv. Acknowledge and praise pupil effort, emphasising progress being made

  v. Create a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go

  vi. Encourage students to attribute their success or failure to things they can change

  vii. Helps pupils to journey from needing extrinsic motivation to being motivated to work intrinsically

  viii. Lure students into learning and maks the learning exciting and meaningful (without you working too hard)

  ix. Treat fun as a by-product - success breeds enjoyment

  x. Promote a love of learning and children's intellectual curiosity

b. Managing Behaviour

  i. Create a culture of respect and trust in the classroom that supports all students to succeed (e.g. by modelling the types of courteous behaviour, positive attitudes and values expected of students)

  ii. Teach and rigorously maintain clear behavioural expectations (e.g. for contributions, volume level and concentration) - Have clear expectations of behaviour

  iii. Establish a supportive and inclusive environment with a predictable system of rewards and sanctions

  iv. Apply rules, sanctions and rewards in line with school policy

  v. Develop a positive, predictable and safe environment for pupils

  vi. Manage the classroom to maximise opportunity to learn

  vii. Use consistent language and non-verbal signals for common classroom directions

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       viii.   Use early and least-intrusive interventions as an initial response to low level disruption

       ix.   Respond quickly to any behaviour or bullying that threatens emotional safety

       x.   Establish effective routines and expectations that maximise time for learning (e.g. setting and reinforcing expectations about key transition points)

       xi.   Manage the classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them

7. **Next Steps ~ assessment of progress today to plan for learning tomorrow**
   a. (The relationship between lessons is just as important as what happens within them)
   b. Give good feedback that is specific and clear; focused on the task rather than the student; and is explanatory and focused on improvement rather than merely verifying performance
   c. Encourage students to take a responsible and conscientious attitude to their own work and study
   d. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
   e. Reflect systematically on the effectiveness of lessons and approaches to teaching

8. **Workflow, homework and feedback.** All students should be able to answer these questions:
   a. How and where do you work in this lesson and for HW?
   b. How do you have materials shared with you?
   c. How do you have HW communicated to you?
   d. How and where do you do your HW?
   e. How do you hand work in?
   f. How do you get feedback on your work?
   g. What are the different types of feedback you receive?
   h. How often do you get feedback on your work?
   i. Can you explain what your role is in the feedback process?

Appendix A - Feedback Policy

The Assistant Head Teaching and Learning, Deputy Head Academic at Junior School and Deputy Head Academic monitor this policy regularly. It is reviewed at least annually.

In the Senior School, departments have used this policy to write their own departmental specific feedback and marking policy. This policy covers feedback and marking across all subjects at the Junior School.

These outline the type and frequency of feedback and marking in each department.

Monitoring and Evaluation
   a. Senior School HoDs must ensure their departmental feedback policy supports the school policy. This policy should clearly identify the **type and frequency** of feedback in subjects;
   b. HoDs/ Junior School Subject Leads undertake quality assurance to ensure feedback is allowing students/ pupils to progress their learning. The detailed work looks are part of this process;
   c. HoDs/ Junior School Subject Leads will check departmental feedback as part of the quality assurance process. Line Managers/ Junior School Subject Leads together with the Deputy Head Academic will regularly discuss and evaluate the quality of feedback as part of the Academic Review meeting process.

Research suggests that providing feedback is one of the most effective ways of improving students'/ pupils' learning. The studies of feedback reviewed by the EEF[1], found on average the provision of high-quality feedback leads to significant progress over the course of a year. Too often the notion of feedback is wholly mistaken for just written marking, but that is only one facet of great feedback.

But what is feedback and what type of feedback works?
Hattie and Timperley (2011)[2] Distilled their thoughts into three practical questions that must be answered by the student:
   - 'Where am I going?'
   - 'How am I going?'
   - 'Where to next?'

Dylan Wiliam argues we should focus on what our students/ pupils are thinking and doing. Wiliam advocates "sharing criteria with learners and student self-assessment" to help our students/ pupils be clear where they need to go and to help them in "monitoring their own progress towards that goal". Perhaps most surprisingly, Wiliam also gives a stark warning about the dangers of giving feedback. He cites that in "two out of every five carefully-controlled scientific studies, giving people feedback on their performance made their performance worse than if they were given no feedback on their performance at all!"

Feedback can take many forms; peer, self, group, teacher marking, or verbal and **different forms of feedback are crucial**. Peer feedback and self-feedback are both valuable learning tools. Evidence around peer tutoring, reciprocal learning, would indicate that well structured, clearly scaffolded peer

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[1] A marked improvement? Education Endowment Foundation. A review of the evidence on written marking (April 2016)
[2] The Power of Feedback Hattie and Timperley (2011)
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feedback can prove effective. We know the teacher cannot, in most cases, give one-to-one feedback all the time. Well supported peer feedback can best supplement this essential work of the teacher.

Self-feedback shades into the area of metacognition and self-regulation that also figures highly on the EEF toolkit graph of what works. We know, ultimately, that learning in school is a long and winding road from dependence on the teacher to more independent learning in readiness for life without a teacher. Self-feedback, well designed and supported, leads to crucial opportunities for deep thinking and learning; *learning to learn*, and *learning to think*.

A key principle should be that oral feedback, peer and self feedback, are to be privileged and balanced against teacher written feedback in a meaningful way. If we are going to spend our precious time and efforts giving feedback, then students need a good amount of time to respond to that feedback. DIRT – Dedicated Improvement and Reflection Time Dedicated improvement and reflection time – is just as important as the giving of feedback. One simple truth about feedback is that students/ pupils need to be working as hard, if not harder, than the teacher in this process.

Great feedback will look different in each and every subject discipline. It does not make sense to ask a Maths teacher to conduct feedback in exactly the same way as a History, PE or Music teacher. We should lean on our subject specific expertise and supplement our Whole School Feedback Guidance with department specific policies in the Senior School – each on a side of A4. This adds complexity to the issue for parents, but we should recognise that learning is complex, messy and sometimes ugly. There are some challenges such as training students/ pupils to execute and value peer and self assessment. But the benefits for our students/ pupils are clear: better outcomes. The benefits for our teachers are just as important: a more balanced workload and the promise of better quality teaching.
This shift of focus on feedback rather than marking is crucial. The Independent Teacher Workload Review Group (2016)[3] noted that quantity is being blurred with quantity when it comes to marking. It highlighted that professional judgement is integral in achieving effective feedback that is meaningful, manageable and motivating. Professional judgement should be at the heart of our new Feedback Policy. This is not an argument for the removal of all marking, or to ignore the importance of students/ pupils receiving written feedback, more that we should consider a slower, 'less is more' solution at a departmental/ Junior School subject level in order to make our feedback more efficient and impactful.

What is feedback?
Feedback is a central part of a teacher's role and can be integral to progress and attainment. Research suggests that providing feedback is one of the most effective ways of improving students' learning. The

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[3] Reducing teacher workload: Marking Policy Review Group report: Report about eliminating unnecessary workload for teachers regarding marking, including principles and recommendations

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studies of feedback reviewed by the EEF[4], found on average the provision of high-quality feedback leads to significant progress over the course of a year.

Feedback can take different forms: peer, self, group, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students/ pupils a clear sense of how they can improve, with students responding and making progress as a result.

1. Aims of Feedback

    a. To help students/ pupils make progress;

    b. To provide strategies for students/ pupils to improve;

    c. To give students/ pupils dedicated time to reflect upon their learning and put in effort to make improvements;

    d. To inform our planning and structure the next phase of learning;

    e. To facilitate effective and realistic target setting for student/ pupil and/or the teacher;

    f. To encourage a dialogue to develop between student/ pupil and teacher;

    g. To encourage students/ pupils to have a sense of pride in their presentation of work;

    h. To correct mistakes, with a focus on Literacy/Vocabulary skills.

2. Principles

Channing School's feedback policy aims to promote consistent and high standards of feedback. This policy sets down the general principles which Senior School subjects must use to draw up their own specific policies to suit their curriculum needs. This should act as a working document that outlines what feedback should look like in specific Senior School departments in terms of type and frequency, and to support the delivery of high impact feedback. There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, students/ pupils are given the same opportunities to maximise their learning and achievement. The general principles are:

    a. Feedback should be timely and respond to the needs of the individual student/ pupil so that they can actively engage with the feedback;

    b. A dialogue, both verbal and written, should be created between teacher and student/ pupil. When work is returned to students/ pupils it is essential to allow time (DIRT: Dedicated Improvement and Reflection Time) for students/ pupils to read the comments and engage with the feedback;

    c. Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to students/ pupils in lessons, allowing them to make good progress;

    d. Where appropriate students/ pupils should be encouraged to assess their own work against the learning objectives and success criteria;

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[4] A marked improvement? Education Endowment Foundation. A review of the evidence on written marking April 2016

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e. Peer, group and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher;

f. Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback.

3. Type and frequency of verbal feedback

a. This is the most frequent form of feedback;

b. It has immediacy and relevance as it leads to direct student/ pupil action;

c. Verbal feedback may well be directed to individuals or groups of students/ pupils; these may or may not be formally planned;

d. Senior School based pupil interviews conducted in March 2019 showed that verbal feedback was highly valued by students;

4. Type and frequency of written feedback

a. There are two types of written feedback: detailed and maintenance;

b. The frequency of each type of written feedback will vary between subjects and key stages; agreed minimums should be clear in the marking policies of each Senior School subject area;

c. Some subjects that are more practical may well not have detailed written feedback;

d. Detailed feedback will clearly identify the strengths and strategies for improvement that students will then act upon (this may be in the form of 'Stars and wishes'; 'Targets, WWW/EBI Goals and assists' etc.);

e. Maintenance marking may identify specific issues such as key words, literacy/vocabulary and presentation issues; students/ / pupils should act upon these;

f. When taking work in, it may be appropriate for teachers to make comments about the work as a whole and to give that 'whole class feedback' the following lesson. When delivering whole class feedback, teachers are encouraged to make notes about common errors in order to address these potential pitfalls when the topic is delivered in the future.

5. Type and frequency of peer feedback

a. This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher;

b. Written peer feedback should be clearly titled and underlined as 'Peer Feedback';

c. Students/ pupils need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.

6. Type and frequency of self feedback

a. Akin to peer feedback, students/ pupils need an explicit and clear structure to identify their learning needs;

b. Teachers should share success and/or assessment criteria where appropriate.

7. Type and frequency of group feedback

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a. Group feedback, if delivered well, can be used to help students/ pupils to reflect on their learning. Using clear guidelines, led by the teacher, students/ pupils can self-assess their work.

b. Group feedback can significantly reduce teacher workload and if used well and appropriately be used as Dedicated Reflection and Improvement Time.

8. Literacy and numeracy feedback

a. If the literacy standards of our students/ pupils are going to improve, we must all give appropriate and targeted feedback. For students/ pupils to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. It should be monitored in both detailed and maintenance written feedback;

b. We all have a duty to be vigilant about standards of our students'/ pupils' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc. should be monitored accurately across the curriculum.

9. Monitoring and Evaluation

a. Senior School HoDs must ensure their departmental feedback policy supports the school policy. This policy should clearly identify the **type and frequency** of feedback in subjects;

b. Senior School HoDs/ Junior School Subject Leads undertake quality assurance to ensure feedback is allowing students/ pupils to progress their learning. The Work Looks/scrutinies across both the Junior and Senior School as well as Department Learning Review Days in the Senior School are part of this process

c. Senior School HoDs/ Junior School Subject Leads with support from the Deputy Head Academic will check departmental feedback as part of the quality assurance process. Line Managers/ Junior School Subject Leads with support from the Deputy Head Academic will regularly discuss and evaluate the quality of feedback as part of the Academic Review meeting process.

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