



Glenleigh Park Primary Academy

"Growth, Perseverance, Positivity, Achievement"

Teaching and Learning Policy

2026-2027

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INTRODUCTION

At Glenleigh Park Primary Academy, we believe that the policy for teaching and learning is the core policy of the school and informs the best classroom practice. It details the key elements in teaching and learning at Glenleigh Park Primary Academy, which we have identified as vital in supporting the development of the skills and knowledge necessary for our children to be successful in life.

Within this policy are our structures for lessons, based on best practice and research, valuing all learning attainment levels and individual needs. We use the Teachers' Standards to support the quality of our teaching and learning. We regularly monitor and support teaching and learning, to improve and develop our practice, through staff meetings, lesson visits, coaching and peer to peer support.

CULTURE AT GLENLEIGH PARK

All teachers create a positive culture for learning with their pupils. It is not additional to, or separate from, teaching and learning but creates the foundations for children to be receptive to the messages that we are delivering to them. High levels of trust are built between pupil and teacher, with an understanding that all members of the school community are on a journey of learning. Pupils are encouraged to take risks; feel confident that they can make mistakes and that they will be listened to. They are supported to be calm and always resilient. We believe that everyone at Glenleigh Park has the right to:

Feel safe

- **Be able to learn**
- **Feel good about themselves.**



AIMS

At Glenleigh Park Primary Academy, our expectation is that all pupils are provided with high-quality learning experiences across the curriculum which leads to consistently high expectations of pupil achievement and wellbeing.

By adopting a whole school approach to teaching and learning, we aim:

- To provide consistency of teaching and learning throughout the school.
- To enable teachers to teach as effectively as possible.
- To enable children to learn as efficiently as possible.
- To give children the skills they require to become effective lifelong learners.
- To provide an inclusive education for all children.
- To learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared.

AT GLENLEIGH PARK PRIMARY ACADEMY WE ENCOURAGE TEACHERS TO BE INDIVIDUAL, SPONTANEOUS AND CREATIVE IN THEIR TEACHING WHILE USING THE BROAD STRUCTURE SET OUT IN THIS POLICY AS A TOOLKIT TO ENHANCE LEARNING FOR ALL.

PUPILS ARE ENGAGED IN THEIR LEARNING

This is evident because:

- Pupils work harder than the adults – we use a ping pong style of teaching to ensure all pupils are engaged and involved in the learning.
- Opportunities for discussions through partner/group talk are regular features in all lessons. Pupils are encouraged to use a shared language in specific lesson (RWInc, DR, DSR and maths mastery)
- Teachers ask questions, ensure pupil's participation and give feedback that secures a deeper learning for all the pupils by using a repertoire of effective questions techniques:

- Cold Calling
- Think, Pair, Share
- Show Me Boards
- Say it Again Better
- Process Questions
- Probing Questioning.



- Lessons are designed to teach pupils strategies that mean they are actively engaged in their own learning, can reflect on what they are learning and importantly, say when they are not clear on the learning
- Pupils are expected to model good listening behaviours.

LESSON PLANNING IS BASED ON THE FOLLOWING REQUIREMENTS

- Most importantly, the needs of the children we are teaching
- The Primary National Curriculum 2014
- Maths Mastery – supported by WhiteRose, Power Maths and NCTEM
- Destination Reader and Daily Supported Reader
- Primary Writing Project
- RWInc
- The Early Years Foundation Stage Framework
- The Aurora wider curriculum progression documents.

Long Term Planning

- Our 'Unit Overview' outlines the main curriculum focuses for each term and year group.
- Each year group has a yearly 'Curriculum Overview' which includes all the areas to be covered across the year – this enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

Medium Term Planning.

- Termly Overviews are shared with parents/carers to provide an outline of the learning.
- Medium term plans are written for all foundation curriculum areas.
- In science, geography and history – thinking squares, pop quizzes and concept questions are used to design the unit of work.

Short Term Planning

- Short term plans are drawn up by year groups for core subjects each week either on a planning format or via smart note slides/PowerPoint.
- Plans identify the learning intention, Remember to Statements, key vocabulary, assessment opportunities, direct teaching input, key questions, independent activities and resources for learning.
- Planning is saved weekly, to the school network. Resources which include interactive whiteboard presentations are also saved.

TEACHING ASSISTANTS SHOULD

- Be provided with planning so they know the expectations and planned outcomes of a lesson or unit of work. This gives the teaching assistants clear direction and support in directing and extending learning for groups and individuals.
- Support learning in the classroom through a range of activities.
- Question pupils around the learning to make the knowledge explicit to pupils.
- Be involved in assessing pupils' understanding through 'Live Marking', recording observations and feeding back assessments to the teacher.

LEARNING IS ENHANCED THROUGH SUPPORTIVE LEARNING ENVIRONMENTS

At Glenleigh Park Primary Academy we believe that classrooms should be welcoming, well organised learning spaces. They should both inspire and support learning through quality displays that showcase children's work alongside supportive displays that help children achieve. Pupils need to know how to access resources and respect the classroom environment. Classrooms must be well organised and uncluttered and align with adaptive teaching practices. Adaptive teaching is the approach that allows access to the curriculum for all by removing barriers and reducing limitations. It encompasses an ongoing process of assessing, planning, modelling, supporting, and recalling ensuring all children can access learning and achieve the same goal.

This is evident because:

- Displays support the learning needs of all pupils by having labelled drawers to allow children independent access to resources (CIP when necessary)
- Displays celebrate achievement of all pupils to motivate and inspire everyone to achieve their best
- Displays provide relevant opportunities for pupils to interact with and further their learning
- Displays reflect the current areas of study.
- Displays celebrate high-quality work that models excellent presentation and learning
- Flipcharts/Toolkits are displayed on washing lines which relate to and support the unit/topic being taught

FEEDBACK AND MARKING (See Appendix 4)

At Glenleigh Park Primary Academy, our expectation is that all pupils are provided with high-quality learning experiences across the curriculum, which lead to consistently high expectations of pupil achievement and wellbeing. **The sole purpose of feedback and marking is to advance pupil progress and outcomes.**

Effective feedback and marking is embedded in everyday practice and is used to inform teaching and learning. Feedback on a pupil's work, both verbal and written, is a fundamental part of teaching and learning in school and is an important part of the Assessment for Learning (AFL) process.

Although we do not specify how frequently pupil's books will be marked, our expectation is that teaching staff will review pupils work daily, through the use of red, orange and green assessment trays. At the end of a lesson pupils are required to indicate their level of understanding or progress by adding their book to the correct tray. Teaching staff then review these trays at the need of a lesson or the school day so they can assess the pupils understanding and adapt their lesson accordingly.

We believe that the best feedback is immediate and 'in the moment' and that peer and self-assessment are every bit as important as 'traditional' teacher marking. In devising this policy, we are mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations whereby effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than adults providing correct answers
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

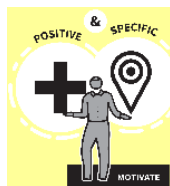
Feedback plays a central role in securing pupils' learning, supporting pupils to know how to deepen their knowledge and understanding or improve performance. Effective feedback needs to be understood, accepted and to be actionable so that pupils can use it to secure improvements. This relies on feedback providing motivation to apply effort alongside specific strategies.

FOCUS FORWARDS



We use assessments to identify areas for improvement in performance or gaps in understanding, rather than describing past performance. We focus on giving the pupils actions they can take to improve in the future. We ensure feedback is given part-way through a learning cycle, not at the end. It is important that the child is involved and present when feedback is being given.

POSITIVE AND SPECIFIC

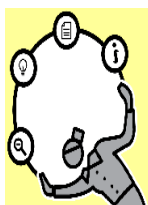


We ensure our feedback is fundamentally framed in language that is positive and encouraging. We aim to tell pupils the things they are succeeding at. We are specific in our feedback, e.g. rather than suggesting a pupil should 'write a better conclusion', we specify how the conclusion could be improved.



MATCH THE MESSAGE TO THE STUDENT

We ensure feedback is specific to each pupil's needs. Some pupils need careful nurturing and respond badly to perceived criticism, while others need a strong push to lead them to increase their effort.



FEEDBACK AS ACTIONS

We want our feedback to move pupils forward in their learning; therefore, we frame it as an instruction to do something. This means it is useful and easier to understand rather than focusing on describing work that has been done previously. In giving feedback as actions, the feedback is embedded in the selection of the task.

FORMATIVE ASSESSMENT STRATEGIES

In 'Embedded Formative Assessment', Dylan Wiliam explains the five key strategies devised by Leahy, Lyon, Thompson and Wiliam. These are linked to the 'big idea' that teaching is adaptive to the pupil's needs. This is a key concept for teachers: instructional teaching needs to adapt and respond, depending on how the learning is going.

Research shows that it helps to be explicit with pupils about what they should know and what the success criteria for judging quality might be. At Glenleigh Park, we believe that for the pupils to understand where they are going they need to understand the end goal - it is not sufficient to simply tell them; outcomes should be skilfully modelled to them.

To support us in monitoring where the pupils at Glenleigh Park are in their learning, we plan and design our lessons effectively so they elicit progress evidence. We do this in a variety of ways using many strategies from Tom Sherrington's Walkthrus training materials. The use of 'Cold Calling' and 'Think, Pair, Share' are key strategies that teachers use in every lesson. (See Appendix 1 and 2).

We also use a variety of other questioning and feedback techniques within our lessons.



CLEAR INSTRUCTIONS

We also use our agreed 1,2,3 instructional technique to support pupils with answering questions and to establish class discussion expectations. e.g

1. Talk to the person next to you
2. Discuss your ideas for X question for Y time
3. I (teacher) will use 'Team Stop' and select pairs to feedback their ideas.

WRITTEN FEEDBACK

Feedback plays a central role in securing pupils' learning, supporting pupils to know how to deepen their knowledge and understanding or improve performance. This is particularly important when considering written feedback. Depending on the pupil's age, this must be written so it is understood, accepted and can be actionable, so that pupils can use it to secure improvements. Secretarial improvements use an agreed marking code, whilst a 'pre-writing scheme' is also followed in Reception. As well as requiring an additional cognitive step to aid progress, written feedback should also link to 'The Big 5 C Needs' of a child. (see appendix 5)

MATHS

Teaching for Mastery improves children's chances of success as they develop deep and lasting understanding of mathematical procedures and concepts. Effective marking and feedback in maths provide both the class teacher and teaching assistant the opportunity to develop and consolidate pupils' understanding of maths.

This could be in the form of:

- During the starter task, teachers and TAs circulate to take any notes of key children who may not be secure. These children then form the focus of any input from the teacher to ensure they can keep up with the learning.
- During the main part of the lesson the teacher and teaching assistant should be mobile as much as possible to address any misconceptions, provide manipulatives or guide children to the enable table if they haven't already done so for themselves and seek out those who may be able to develop their learning with an extension task at the end of the lesson.
- Teachers and teaching assistants will also work with focus groups so they can model expectations and address misconceptions as they arise.
- Use of **red**, **orange** or **green** trays to indicate their level of understanding or progress at the end of a lesson are particularly useful in Maths and can help indicate which children are secure or think they are secure in the knowledge taught.
- Staff follow structures for Writing Lessons ([See Appendix 6 - The Characteristics of an Effective Maths Mastery Lesson](#))

ENGLISH

- Pupils are always encouraged to read back through their work to self-assess and peer assess
- Pupil are encouraged to be a critical friend when giving peer feedback. This gives them ownership over their learning and builds a sense of independence.
- Teachers and teaching assistants will work with focus groups during the writing process so they can model expectations and address misconceptions as they arise.
- Daily Support Reader (KS1) and Destination Reader (KS2) provide teachers and teaching assistants with daily opportunities to feedback to each pupil on their reading and comprehension skills. This is usually verbal although could take on a written format with older pupils.

- Use of red, orange and green trays to indicate their level of understanding or progress at the end of a lesson are particularly useful in writing as the pupils can indicate if they feel secure or think they are secure in the knowledge taught.
- Staff follow structures for Writing Lessons ([See Appendix 7 - The Characteristics of an Effective Writing Lesson](#))

Marking and Feedback will be monitored through book looks, observations and drop-ins by SLT as well as pupil voice. By adopting a whole school approach to feedback and marking, we aim:

- To provide consistency of feedback and marking throughout the school.
- To enable teachers and teaching assistants to feedback effectively and quickly.
- To enable pupils to learn from this feedback as efficiently as possible.
- To develop pupils skills in assessing and providing feedback to themselves and others.
- To provide an inclusive education for all pupils.
- To learn from each other, by sharing experiences and discussing ways to improve.

Aurora's Five by Five

				
Clarity of learning	Recap and Recall	New Information	Practice	Feedback
Learning Objective	Reference previous teaching points	Build vocabulary: implicit & explicit strategies	Think/participation (I Do), We Do, You Do	Pre-empt misconceptions
Demarcation of time	Identify gaps in knowledge	Worked examples	Meaningful task design (targeted task)	Check for Understanding
Deliberate use of language	Skilful questioning	Oracy: Think Pair Share	Skilful adaptation (Scaffolding)	Conferencing
Articulate the end point	Show me boards	Expert Modelling: Dual coding, Think aloud	Create conditions	Assessment protocols
Consolidate	Contextualise: Why this? Why now?	Purposeful use of technology	Equip learners	Precision in praise



Clarity of Learning

Learning Objective

Learning objectives are shared with children using child friendly language and appropriate scaffolds. These intentions are sequenced in away that allows for continuous reference to the 'end goal' and these objectives are also used as part of assessment. The use of progression documents also enables clear mapping of the intentions across year groups.

Demarcation of time

Demarcation of time in lessons revolves around adults setting clear objectives alongside structured timelines. The use of clear advance warnings to manage pacing and maintain engagement relies on identifying potential distractions. The use of visual representations to show time expectations supports focus for set periods of time, allows lessons to flow and ensures objectives are met.

Deliberate use of language

Language and potential gaps in language are planned for before each lesson and at the start of units. Children are provided with opportunities to practice vocabulary through partner talk and whole class work, whilst knowledge organisers and key vocabulary word grids are talked through. Children are taught to 'say it again better' and understand that 'right is right' when using language.

Articulate the end point

Goal reminders are provided to children so that they can monitor their own progress in reaching the learning objective. Adults explain the 'why' behind what is being learnt, linking it to previously taught concepts or learning which will be built on and supplemented in future areas of study. Throughout lessons, learning is both referred back to the intentions and what the end point should be.

Consolidate

Children are encouraged to explain not just the fact that they have finished, but *how* they know they have finished. This feature of consolidation provides the children with opportunities to demonstrate their learning. Adults can then also use skilful question to probe further, checking on the understanding, drawing learning together and combining the skills and knowledge learnt.

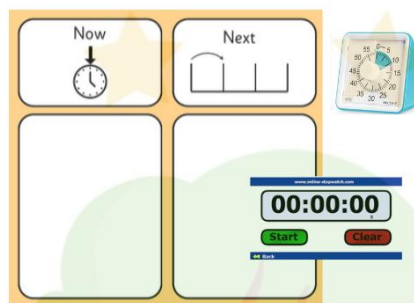


Clarity of Learning

Learning Objective

At the start of every lesson, the objectives of learning are shared with children and discussed. This means children are clear on 'what' is going to be learnt, and can then work collaboratively and independently on how to meet the learning intentions.

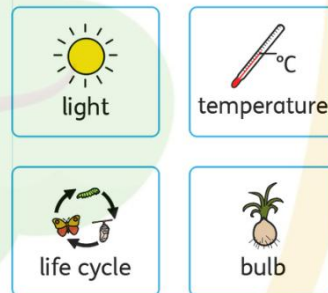
Demarcation of time



Adults use a range of time management strategies and divide lessons into structured, timed segments to keep children engaged and ensure all learning objectives are met.

Deliberate use of language

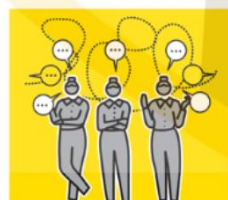
Key vocabulary is both pre-taught and promoted during modelling and partner talk. Alongside appropriate praise, adults create a culture of 'say it again better' and MTYT (My Turn, Your Turn) for children to practise correct language.



Articulate the end point

The concept of 'why this, why now' is shared with children and the goals of learning is shared. This is broken up into small, sequential steps so that children understand their learning and what this will help them with in the future

Consolidate



RESPOND TO ANSWERS



SELECT ANOTHER STUDENT AND RESPOND AGAIN

Children are presented with regular opportunities to demonstrate their learning, with adults probing and assessing as part of consolidation.



Recap and Recall

Reference previous teaching points

When learning new skills or knowledge, children are presented with previous learning. Through learning reviews, explicit links to teaching from previous lessons, weeks, units and years are made. This is used as both a tool of assessment and to enable children to the opportunity to recap and recall.

Identify gaps in knowledge

By completing assessments such as pop quizzes at the start of a unit, teachers are able to assess potential gaps in learning. This is also an opportunity for children to take responsibility in their learning and to better understand the things that *do not* yet know, and how to learn them

Skilful questioning

When modelling, teachers carefully construct processing questions such as 'how do we know?' or 'how will we work this out?'. This supports children in developing capacity to think independently. Questions are asked via 'cold calling' which removes opportunities for passive learners or 'opt out' behaviour.

Show me boards

After questions or tasks are set, alongside time expectations and thinking time, children use 'Show me Boards' to share responses with adults. This allows adults to give feedback on correct responses but also to address common misconceptions. This process of 'checking for understanding' can lead to consolidation and or deepening the understanding of all children.

Contextualise: Why this? Why now?

Without context, new learning is harder to process and store. Children are encouraged to recap on prior learning from previous days, weeks, terms or years and use this to recall key information and/or apply existing or new skills.



Recap and Recall

Reference previous teaching points

Explicit references to a range of previous learning are made at the start of lessons.

Learning Review	
Last year: What is 10 more? 	Last lesson: What number is the greatest? 1,700 3,803 7,500 5,270
Last week: What number is shown? 	Last unit:

Identify gaps in knowledge

Initial assessment takes place at the start of units and individual lessons. This demonstrates to adults what children *do* already know and what they *should* already know but perhaps do not.



Skilful questioning

Carefully considered questions are asked by adults in a probing style, the idea of which is to 'delve deeper'. This is done in a way which requires children to consolidate their learning by making links to other knowledge and skills

Show me boards

SHOW-ME BOARDS

SAMPLE STUDENT RESPONSES AND FOLLOW UP

Scan boards for correct and incorrect responses, interesting alternative responses, common errors or misconceptions.

Engage with a sample of students to discuss their responses, either to consolidate, deepen or correct as needed.

Teachers sample responses from the class after setting questions. Teachers can assess responses whilst this also allows for children to generate ideas or practice a skill.

Contextualise: Why this? Why now?

Teachers use progression documents to determine what learning has taken place before and what the end goals are. Children become familiar with the language of 'I already know' and 'Now I know', and 'Later I'll learn'.



New Information

Build vocabulary: implicit & explicit strategies

Teachers consider prior knowledge before giving new information. They pre-teach key vocabulary and consider planning sequences to ensure that new material is delivered in small steps, limiting cognitive overload. This vocabulary is then reviewed at various stages during the learning process.

Worked examples

In order for new information to be stored securely, children are shown *completed* examples of problems before they solve independently. These models are fully worked, then part worked and the worked on alongside children, before independent completion and assessment.

Oracy: Think Pair Share

Teachers establish talk partners as part of the collaboration stage. Questions are set, with a timeframe and thinking time is provided before partners practice and apply their oracy skills, in pairs. Responses are then taken with teachers targeting responses to identify misconceptions or technicalities.

Expert Modelling: Dual coding, Think aloud

This central feature of instructional teaching is done in a manner which shows children how to do something, so they can do it for themselves. By sequencing into small steps, narrating each step and checking for understanding, progress is secured whereby children can use the adults' dual coding when working independently.

Purposeful use of technology

Children have access to a range of technology during lessons, such as interactive whiteboards, tablets and laptops. This equipment is considered during planning in order to help present new information effectively to develop essential digital skills and also support learners with SEND. This use of technology also helps foster problem solving skills and creativity whilst also enriching learning experiences.



New Information

**Build vocabulary:
implicit & explicit
strategies**



Vocabulary is taught before being applied, with links made to strengthen connections with prior learning in the correct context

**Worked
examples**



Children are shown methods before being expected to apply it independently. This modelling then remains on display as a resource.

**Oracy:
Think Pair Share**



Every child is given the opportunity to rehearse their ideas, practise explaining and engage in productive talk.

**Expert
Modelling:
Dual coding,
Think aloud**

During the modelling process, before a child is given an independent task, a process of 'thinking out loud' is undertaken where adults model explicitly the process of the task, verbalising questions and modelling the answers during composition

**Purposeful use
of technology**



A range of programmes and learning platforms are used to not only 'hook' children into their learning but also present new information.





Practice

Think/participation

**(I Do), We Do,
You Do**

Material is shared in small steps, where the adult first models the skills that are to be used. With adult support, the children then participate in practice before working on the application of the skill. Finally, the teacher assesses the work. This structure enables regular, targeted feedback to be given part way through the learning cycle, and not just at the end.

Meaningful task design (targeted task)

Lessons are designed to teach children strategies that mean they are actively engaged in learning and ensure that children know **why** they have been successful. Careful consideration is given to the subject, audience and purpose of the work and this ensures that tasks are targeted and learning intentions are supplemented by vocabulary, assessment and questions.

Skilful adaptation (Scaffolding)

The use of scaffolds remove or reduce potential barriers of learning. These temporary supports to assist learning are removed when a learner is ready. Dual coding, checklists, modelling, washing lines, writing frames, vocabulary mats and WAGOLL (What A Good One Looks Like) are all examples of adaptations based on the needs of the children.

Create conditions

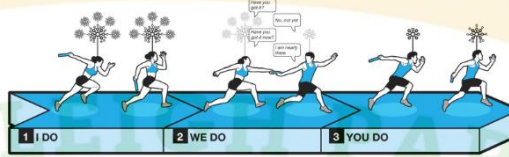
All adults work on creating a culture whereby the conditions of the classroom are conducive to high quality learning. Children are encouraged to take ownership of their learning, and build independence; learning that making mistakes is ok but opting out, never is. Children work harder than the adults in the room and have the right to feel safe, to learn, and feel good about themselves

Equip learners

Children are provided with the suitable conditions to thrive and then taught how to access the tools around them, in order to learn. Collaboratively built displays, shared work on washing lines, and carefully considered seating plans, mean that adults establish a range of conditions to best equip learners and help them to access the resources at hand.



Practice



Think/participation

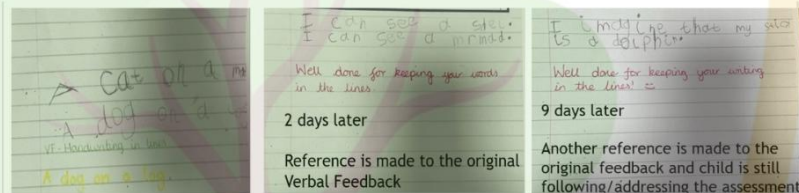
**(I Do), We Do,
You Do**

Adults model how to complete a task, narrating as they go through 'dual coding'. Next, guided practice tasks are set which obtain high rates of success. Support is gradually reduced and independent learning takes place with check-ins

**Meaningful task
design (targeted
task)**

Tasks are supplemented with 'remember to' statements, vocabulary and planned for key questions. This then means that direct teaching input leads to independent completion of tasks.

**Skilful
adaptation
(Scaffolding)**



Scaffolds are provided to enable children to access work and then regular references are made to the original scaffold

**Create
conditions**

The conditions of the learning environment are carefully planned in order to enable children to use the tools at their disposal. Resources and scaffolds are carefully selected by adults, and children are equipped with the skills and knowledge to use these successfully.

Equip learners



The conditions, coupled with effective, bespoke and measurable feedback mean that the children's needs are being met in order for them to learn.



Feedback

Pre-empt misconceptions

Children's starting points are considered, alongside identifying possible areas of misunderstanding. Key questions and key vocabulary are identified as part of planning for lessons.

Teachers ask question to both ensure participation identify learning and/or misconceptions.

COLD CALLING

1-2-3-4-5



ASK THE CLASS THE QUESTION



GIVE THINKING TIME



SELECT SOMEONE TO RESPOND



RESPOND TO THE ANSWERS



SELECT ANOTHER STUDENT AND RESPOND AGAIN

Check for Understanding

Conferencing

The sole purpose of feedback is to advance children's progress and teachers 'conference' with small groups in order to do this.



Assessment protocols

Marking codes, relevant to the key stage, are used in order to ensure that feedback and marking is consistent across the school. This marking and feedback is influenced by Pupil Voice alongside monitoring from SLT. Regular assessments are timetabled across the year and are used to track pupil progress

Precision in praise

Teachers are specific about **why** work is good and **how** it can be improved. Feedback is fundamentally framed in a way that encourages improvement and celebrate what has gone well.



No More Marking





Feedback

Pre-empt misconceptions

Before a lesson, adults will have considered children's prior knowledge and skills, and also pre-taught vocabulary. Misconceptions are planned for with attention to individual needs (SEN, EAL, etc). Planning also details where to deploy support staff and identify opportunities for AFL.

Check for Understanding

Teachers aim questions at everyone in the room, with all learners being prepared to give answers. Following thinking time, children are selected to answer and then the teacher 're-teaches' or selects another learner to respond based on the answer given, with the prompt of 'Say it again, better'. Talk Partners are also invited after initial independent thinking time.

Conferencing

Conferencing takes the form of small group work with careful consideration given to classroom layout and table organisation. This enables 'live marking' and immediate feedback to children. Conferencing and group work is influenced by dynamic grouping and seating, with this being adapted based on lesson type and the children's requirements.

Assessment protocols

As per the Marking and Feedback Policy within the Glenleigh Park Teaching and Learning Policy, marking codes are used depending on the Key Stage. Green, Yellow and Red self assessment trays are used by children and once purposeful feedback is given, children are afforded time to action improvements and/or corrections.

Precision in praise

Praise is delivered in order to 'move the learning on'. Adults identify the next cognitive step required for 'what is next'. Time is given to improve work and/or address misconceptions so that children know what to aim for, how to get there and how to know that they have reached their destination.

APPENDIX II

(1)- Feedback

WHOLE-CLASS FEEDBACK

An excellent use of the plus-perfect tense. Notice how it...

GIVE THE FEEDBACK

The next lesson, give the work back and present the feedback to the whole class, running over the strengths and areas for improvement.

Use a one-slide presentation or a visualiser to show your notes.

Highlight examples of excellence using a visualiser or other appropriate showcase method.

WILKINSON WILKINSON

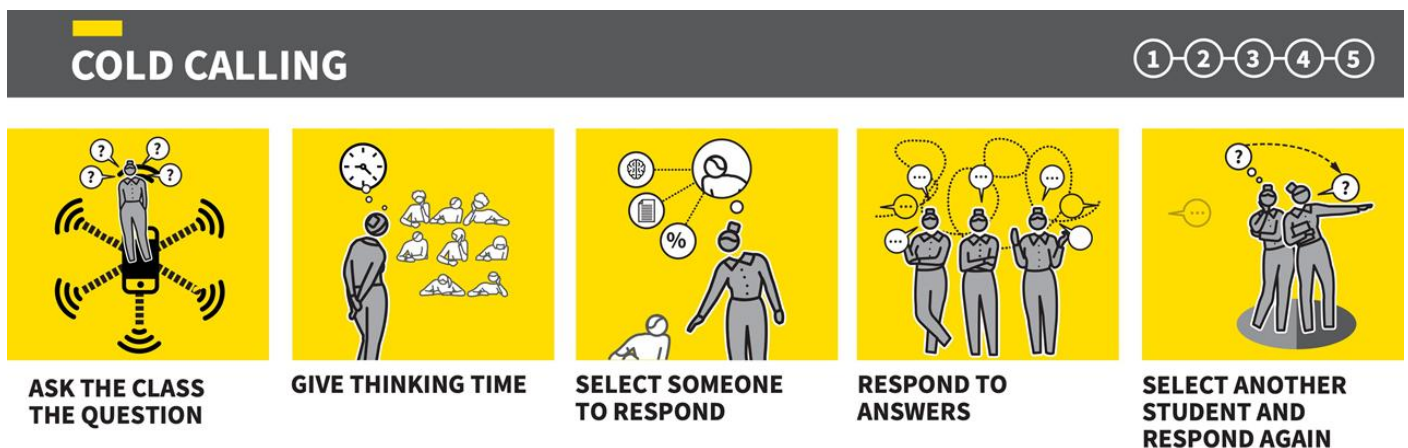
QUESTIONS & FEEDBACK

RECAP

FEEDBACK BEING EFFECTIVE IS EVIDENT BECAUSE....

- Children make progress with both their academic and social/emotional learning.
- Assessment for Learning strategies are used in all classes, in all lessons.
- Effective marking is embedded in everyday practice and is used to inform teaching and learning.
- Peer and self-assessment is used to support children in knowing how to improve their own work and be actively involved in their own learning.
- Where possible feedback is provided in the moment, 'Live Marking', so the pupils can act immediately to improve their work and further develop their learning.
- Marking outside of the lesson is only necessary to inform next steps for groups or individuals
- Pupils are encouraged to self-assess using red, orange or green trays to indicate their level of understanding or progress at the end of a lesson.
- Whole class feedback is expected daily so the teachers can review all the pupils learning to inform the design of the next lesson

APPENDIX 2 - Cold Calling



Teachers ask a question that is aimed at everyone in the room, giving them all a chance to consider the answer, checking their understanding.

Teachers don't accept hands up or calling out.

Cold Calling tells all the pupils to be prepared to give their answers.

GIVE THINKING TIME

Teachers allow pupils time to think in silence before seeking responses. This could be 5–30 seconds or perhaps longer depending on the complexity of the question.

Teachers use the thinking time to scan the room; checking pupils are focusing on the task.

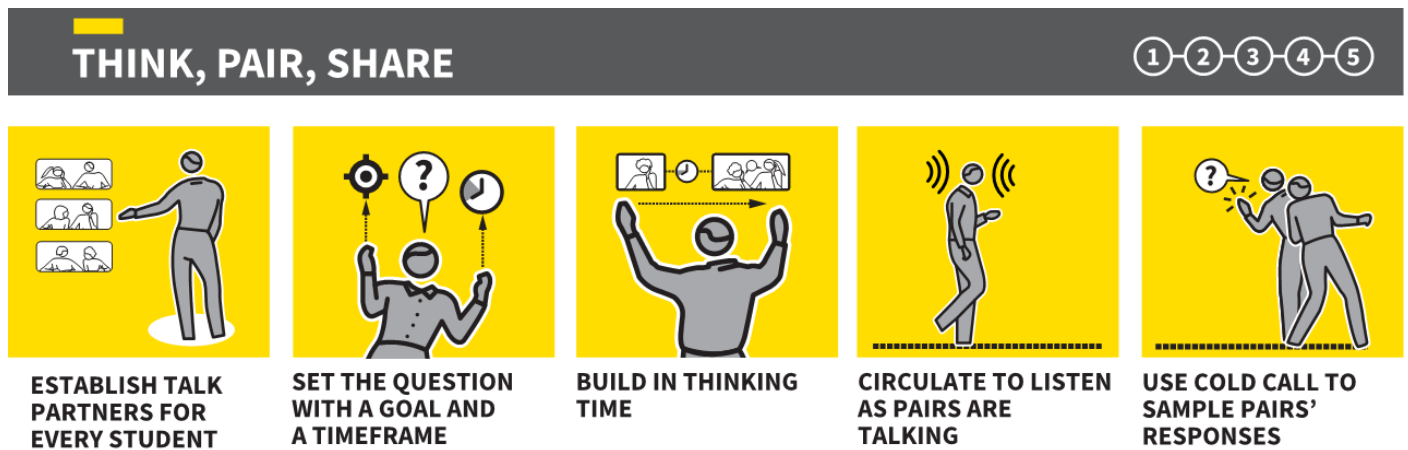
SELECT SOMEONE TO RESPOND

Teachers select a pupil - "James, what were you thinking?" This invitational style allows James to present his half-formed thoughts or to say that he wasn't sure.

Teachers do not over-stress correctness at this early stage, so that this technique does not inhibit less confident pupils.

RESPOND TO THE ANSWERS

Teachers turn each question into a short exchange. Teachers respond with a confirmation and a **Probing Question** or a **Process Question**. If the answer is not quite right, teachers respond with "Good try... but that's not quite right..." before re-teaching or inviting another pupil to respond to the same question.



ESTABLISH TALK PARTNERS

- Teachers will plan pairs that are reasonably well matched so that one person in the pair does not dominate.
- Teachers will ensure all pupils have someone to talk to.

SET THE QUESTIONS WITH A GOAL AND A TIMEFRAME

- Teachers use the same style as [Cold Calling](#), they set a question for all pupils to discuss in their pairs.
- Teachers set a precise goal e.g. "List five key features of the character"; "Explain the process in four bullet points".

BUILD IN THINKING TIME

- Teachers give pupils time to think individually before they turn to their talk partners to share their ideas.
- This makes sure every member of the class engages in generative thinking.

CIRCULATE TO LISTEN AS PAIRS ARE TALKING

- Teachers ensure they circulate, as the power of this technique lies in hearing what pupils say as they share ideas... This also helps keep discussions focused!
- Teachers pick up interesting ideas or important errors, misconceptions or subtle technicalities.

USE COLD CALLING TO SAMPLE PAIRS' RESPONSES

- Teachers use Team Stop to pause and insist the whole classes' attention, so they can sample the discussions as with Cold Calling. Teachers use the information gathered from circulating to target their responses.

APPENDIX 4

Glenleigh Park Primary Academy Growth, Perseverance, Positivity, Achievement

KS1 Marking Code



Capital letters



Finger Space



Sound it Out



Full Stops



Check your work

PINK HIGHLIGHTER means 'this is great'

GREEN HIGHLIGHTER means this 'needs to be fixed'

*VF is used to consolidate this Marking Code. This can help form Success Criteria

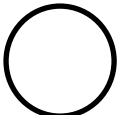
KS2 Marking code for writing



Verbal feedback given



Spelling



Missing punctuation- circle area where punctuation is missing



Capital letter- missing capital letter/capital letter not needed



Check for sense- underlined area of writing

Marking code for Maths



Number Formation



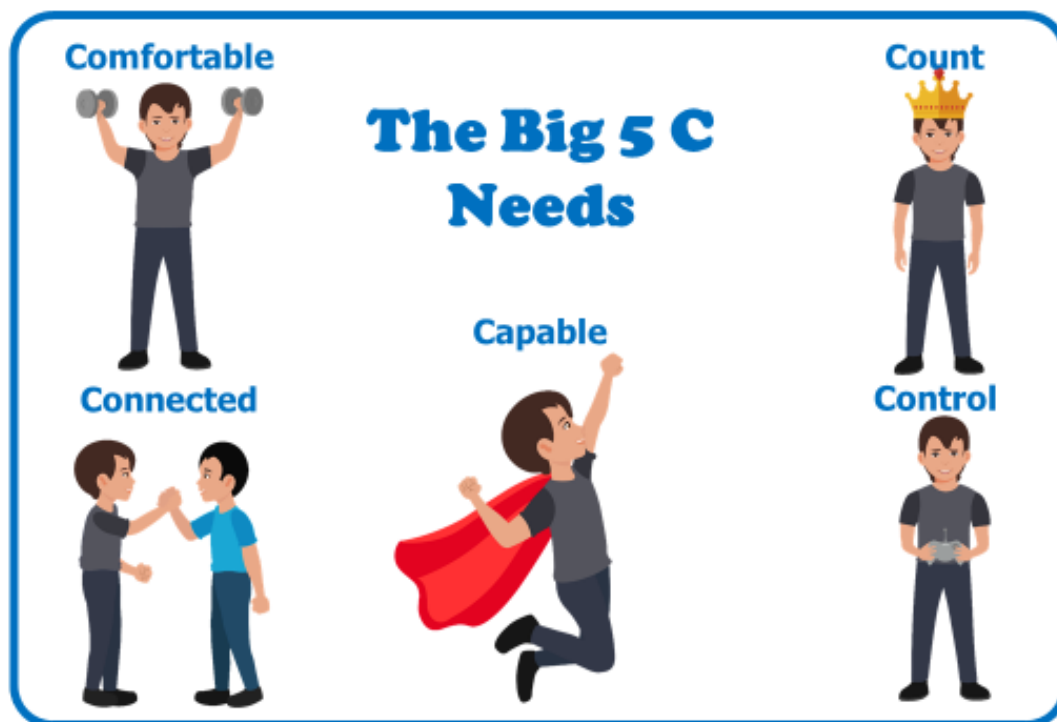
One digit per box

Pre - Writing Mark Scheme - EYFS

Complete on Marking Sticker	Name Writing	1	Child makes random marks to represent their name.	
		2	Child forms 1 or 2 letters of their name. The formation may not be correct.	
		3	Child forms the letters of their name but in the incorrect order or backwards	
		4	Child forms the letters of their name in the correct order but with incorrect formation.	
		5	Child can independently write all the letter of their name in the correct order. The first letter must be a capital letter.	
	Pressure	✕	Child presses lightly with their mark making tool to create faint marks.	
		✓	Child uses good amount of pressure with their mark making tool to create marks.	
	Dominant Hand	✕	Child swaps between hands whilst mark making	
		✓	Child only uses preferred hand whilst drawing	
	Grasp	PG	Child uses palmer grip	See the below for picture of grasps.
		DP	Child uses digital pronate grip	
		FF	Child uses four-finger grip	
		TG	Child uses tripod grip	
	Meaning to Marks	1	Child gives no meaning to the marks they make	
		2	Childs begins to ascribe meaning to the marks they have made with adult prompt	
		3	Childs begins to ascribe meaning to the marks they have made once they finish	
		4	Gives meaning to marks they make as they draw, write and paint	
	Drawing Stage	DS	Disordered scribbles –these scribbles are usually the result of large movements from the shoulder, with crayon or marker held in the child’s fist.	
		CS	Controlled scribbles – child may make repeated marks on the page—open circles, diagonal, curved, horizontal, or vertical lines.	
		LP	Lines and patterns - writing is made up of lines, curves, and repeated patterns. Child try to imitate this in their own writing. So while they may not write actual letters, you may see components of letters in their drawing such as symbols. These might include lines, dots, and curves.	
		OP	Pictures of Objects or People – children draw basic representations of objects and people using basic shapes	
	Letter Writing (Not including name writing)	1	Child makes no attempt to write letters	If a child begins to write words, complete a writing marking sticker.
		2	Child begins to copy letters with visual prompts in front of them e.g. copying letter from a flash card	
		3	Child begins to form letters anywhere on the page with a verbal prompt e.g. around the apple, down the leaf	
		4	Child independently writes letters.	
	Child Initiated	✕	An adult has guided this activity.	
		✓	A child has completed this work independently.	
	Staff	The staff member writes their initials to show who has completed this activity with the child.		
Complete On Paper	Top tip for extending children’s mark making	Only if a child has attempted to write their name or letters: 1. Choose a letter they have written to improve. 2. Model in any colour that is not black, red or green. Say the letter formation phrase as you do this. 3. Repeat again in yellow highlighter. 4. The child traces over the yellow highlighter. 5. The child has another go.		
	Speech 	• If writing/drawing is difficult to decipher, write the word(s) or a short explanation next to it on the child’s work. • If a child has been mark making or writing one word, include a short quote about what they say about their drawing e.g. “It’s me and mummy”		

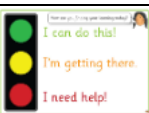
Writing Mark Scheme				
Complete on Marking Sticker	Segmenting 	X	Identifies no sounds	<i>What if they have written more than one word?</i> Mark the longest word written.
		H	Can identify 1 sound	
		M	Can segment 2 or more sounds e.g. 'c' 'a' in cat	
		I	Can segment all of the word's sounds independently	
	Letter Formation 	H	Child is unable to remember letter formation or copy from sound mat. Adult <u>models</u> letter to copy and/or child traces over yellow highlighter. Adult may also help hold the pencil/pen when writing.	<i>What if a child can identify the sounds from the sound mat but is unable to hold/use the pencil at all?</i> Support them to hold the pencil and mark 'letter formation' as H.
		M	Child finds the letter on the sound mat independently and writes the letter by copying from the sound mat.	
		I	Forms letters from memory with/without a short verbal prompt e.g. "Down the <u>tower?</u> ."	
	Red Words 	H	After verbal prompt, the child remains unsure and is unable to locate the word on the Red Word Mat. Adult points to the word on the mat and/or writes in yellow for child to trace in pencil on their work.	
		M	After verbal reminder about red words e.g. "to is a red word" child writes word from memory and/or independently finds the red word on the mat to then copy independently.	
		I	Can write red words from memory.	
	Finger Spaces 	H	Adult uses their hand to add finger spaces in for child. Child does not recognise need for finger spaces.	
		M	After verbal prompt to use finger spaces "What do we need between each word?" Child adds in finger spaces.	
		I	Child uses finger spaces unprompted.	
	Sentence Construction	H	Adult thinks of sentence/phrase for child to write	
		M	Sentence/phrase is co-constructed	
		I	Independently thinks of their own sentence/phrase	
	Sentence Retention	H	Child is either given a sentence strip or is verbally given a sentence/phrase.	
		M	Adult gives one or two verbal prompts to remember the sentence.	
		I	Child remembers sentence for writing without any reminders	
	Punctuation 	H	Child does not remember to add punctuation after prompt	
		M	Child is given a prompt and remembers e.g. "Who's at the end?" ("full stop our friend")	
		I	Child remembers to add punctuation (full stop) independently	
	Capital Letters 	H	After verbal prompting and looking at the capital letter mat child remains unsure. Adult writes the capital letter in yellow highlighter on work for the child to trace.	<i>Red Word 'I'?</i> If writing 'I' as the word form, count this as a red word. Do not mark as a capital letter.
		M	Child requires a tap of the head cue to know to add a capital letter. Child forms capital letter with or without use of the capital letter mat.	
		I	Unprompted, child remembers the need for a capital letter and does not require the mat. Adult can give a verbal handwriting prompt if needed.	
	Child Initiated?	✓	A child began writing independently or asked if they could write with you.	
		X	A child has been asked to complete writing, this is adult initiated.	
	Ratio		1:1 or 1:2 etc (This shows how many children worked with an adult at the time.)	
		I	If the child has written the piece of work without any form of adult support.	

APPENDIX 5- The Big C Needs



APPENDIX 6 - The Characteristics of an Effective Maths Mastery Lesson

Characteristics of an Effective Maths Mastery Lesson			
	Learning Structure	In Practice	What does it look like
PREP 4 BEST	Retrieval practice	Review of previous learning on whiteboards. KS1 and LKS2 – Last year and last lesson quick fire questions UKS2 – Last year, last lesson, last week, last unit quick fire questions	- Fluency questions related to unit of learning - All children with whiteboards - Beginning of lesson - Fast paced - Teacher to share answers
	Key vocabulary	Share list of communicate in print vocabulary related to the unit. Recap at the beginning of each lesson. Add vocabulary that may support children in independent tasks if necessary.	- Whole class discussion of key vocabulary - Fast paced
	 Starter	Begin a lesson with a starter problem. Children explore the starter independently using scaffolds provided if needed. Discuss as a class – model use of reasoning stems and children's strategies.	- A problem introducing the new learning - A problem revisiting prior learning - Which one doesn't belong? - What is it not? - Conceptual and procedural variation - Show it, Explain it, Record it problems - Explain why this is correct/incorrect - TA to note down children with misconceptions for CT to work with in independent practice - Share starter as a class - Teacher to model children's responses to the problem on flipchart (dual coding)
	 I do  The I do and We do overlap – this is the Ping Pong style structure	Present new material using small steps Concrete, pictorial and abstract (if required) models used. Model – ensure visual representations are an integral part of the modelling. Variation- ensure it draws attention to critical aspects and develops deep and holistic understanding. Making connections - connect the maths knowledge and skills by modelling relationships between the structures, concepts and previous learning.	Effective modelling could include: - Present new material in small steps with pupil practise after each step - Limit the amount of material pupils receive at one time – use procedural variation - Give clear and detailed instructions and explanations - Think aloud (narrate the learning) and model steps - Use more time to provide explanations - Re-teach material when necessary - Use of visualiser to model use of concrete materials

		• Use of squared flipchart to model layout and presentation • Draw children's attention to the mathematical structures being used and expose the structure
 We do	Ask probing questions to generate ideas and check pupils' understanding Guide pupil practice Show me style activities Think Pair Share Ensure pupil participation	• Ask a large number of open and closed questions and check for understanding • Allow sufficient thinking time • Think Pair Share • Encourage children to use intelligent practice • Encourage children to answer in full sentences using • Ask pupils to explain what they have learned • Cold calling - Check the response of all pupils • Provide formative feedback and address misconceptions • Whiteboard work
You do (independent practice) 	Provide scaffolds for difficult tasks – pictorial and concrete representations. • Procedural variation • Guide pupils as they begin to practice • Appropriately chosen, limited learning tasks for children to complete but allow children to reason and explore mathematical thinking	• Provide a high level of practice for all pupils • Monitor pupils when they begin independent practice – live marking • Washing lines • Reasoning stems and Sentence starters • Pictorial images on tasks • Concrete scaffolds available/Enable tables • Clearly labelled fluency, reasoning and problem-solving task • Dong Nao Jin to deepen learning
 Review Learning	Collect data to see who needs more practice and who is ready to move on. Use assessment to inform the next step of learning.	• Revisit tasks from the sessions • Reds Yellow Green trays • Self-assessment • Peer assessment • Whole class feedback sheet • Review learning for next lesson
Stein model approach for planning and lesson delivery	• Anticipating – what could be the misconceptions? How may the children solve problems? • Monitoring – What are they doing? What strategies are being used? • Selecting – Why should this work be shared? Why might others not be shared? • Sequencing – Which order makes sense to share mathematical thinking? • Connecting – How is the lesson connected to ensure they meet the intentions of the lesson?	

APPENDIX 7 - The Characteristics of an Effective Writing Lesson

Characteristics of an Effective Writing Lesson			
	Learning Structure	In Practice	What does it look like?
PREP 4 BEST	Read	Read from core text. Book talk – open questions to prompt discussion. Discuss and display vocabulary for the lesson/unit.	• A few pages/chapter of the text read by the class teacher. • Teacher stopping regularly to ask/answer questions. • Cold calling/think, pair, share to ensure all engaged. • Flipchart any important details/ interesting vocabulary.
	 Grammar	Present new grammar. Show examples from rich texts/your core text. <i>I do</i> – model using the grammar focus Model making mistakes and editing as you write <i>We do</i> – complete an example together <i>You do</i> – short task to practice the grammar focus Ensure grammar focus is part of learning intention.	Effective modelling could include: • Present new material in small steps with pupil practise after each step. • Present children with a variety of examples from rich text of the grammar focus. • Limit the amount of material pupils receive at one time. • Give clear and detailed instructions and explanations. • Think aloud (narrate the learning) and model steps. • Use more time to provide explanations. • Re-teach material when necessary. • Use of visualiser to model handwriting and presentation. • Use of lined flipchart to model layout and presentation. • Draw children’s attention to the reason each grammar technique is being used (Why is it effective? Why has the author chosen to use it?)
	Learning for the lesson	Explain to the children the aim of the lesson and what they will achieve today. Class discussion, description, toolkit Think, pair, share	• Ask a large number of open and closed questions and check for understanding. • Allow sufficient thinking time. • Revisit toolkits. • Discuss children’s understanding of the text type. • Think Pair Share
	 Model – I do	Teacher model displayed at the front Narrate choices of language and structures used	• Talk through language used • Model improving vocabulary/structures • Narrate sentence structure – CL, punctuation, etc • Model ways to spell difficult words correctly

	Highlight grammar focus in model if relevant Model editing own writing to improve	• Talk aloud about grammar choices and model trying different ones • Cold calling - Check the response of all pupils (Do I need a capital letter here Sarah?)
Write together- We do 	Collective writing as a class Discuss ideas Think, pair, share Model how to use the class model, toolkit and resource mats on slides	• Collect class ideas • Say it better • Check for understanding • Probing questions • Model writing children's ideas • Encourage children to share their reasoning behind writing choices • Encourage children to find alternative words/phrases • Cold calling - Check the response of all pupils (Do I need a capital letter here Sarah?) • Word banks
Independent writing – You do  	Independent writing time Appropriate scaffolding Word banks Prompts – <i>task, what to do if you're stuck, what to do if you think you have finished?</i>	• Work with small focus groups over the week • Provide formative feedback and address misconceptions • Appropriate scaffolds for children
Review learning	Use assessment to inform the next step of learning.	• Revisit tasks from the sessions • Red, yellow and green trays • Self-assessment • Peer assessment • Whole class feedback sheet • Review learning for next lesson