

Richard Atkins Primary School



**Inspiring Curiosity and the
Courage to Succeed**

Teaching and Learning Policy 2026-2027

Date Approved:	30th September 2026
Approved by Chair:	
Approved by Headteacher:	
Review Date:	Autumn 2027

TEACHING AND LEARNING

General Expectations

TEACHERS AT RICHARD ATKINS ENSURE THAT:

- Planning for all subjects is saved in the planning folder on the shared drive (Microsoft Teams) by 8.30am every Monday morning. Phase leaders will monitor this weekly.
- They access their email account every day as this is the primary avenue for communication throughout the school.
- All information about events are passed to the DHT so that it is recorded on the Events calendar. Information must be supplied via email and titled Events Calendar.
- Children are provided with a specific clear Learning Objective (L.O) for all lessons. The objective will be skills focused and show that a teacher has broken down the curriculum areas into manageable learning goals for each lesson, no more than 4.
- Essential information is kept up to date in class folders

Essential information includes:

- *Class list*
- *Information on allergies, medical needs, pupil premium, summer born children, ethnicity and home language*
- *An SEN list which outlines the child's needs and classroom support that must be completed with the SENCo.*

All of this information will be provided to classroom staff at the beginning of the year. It is the responsibility of all individual staff to familiarise themselves with this information. It is the class teacher's responsibility to ensure that the information is updated throughout the year as new children join by collecting this information from the Assistant Headteacher for Inclusion. It is the class teacher's responsibility to arrange to meet with the Assistant Headteacher to ensure all SEN information is updated.

- Effective assessment strategies are adopted to ensure that feedback to children is ongoing throughout the lesson and makes a demonstrable impact on their learning. Staff should use the Success Criteria guidance and key performance indicator (KPI's) for Maths and English to support with this.
- The progress of each child in their class is updated on Arbor throughout the half term, on a weekly basis where appropriate - during PPA time.
- Forensic analysis is used to identify gaps and enable rapid progress to close the gaps and enable children to become ARE and above
- All children's recorded work is dated at the top of page, leave a line if starting a new days learning on the same page
- They teach pupils how to present and layout their work accordingly to the school's presentation progression of skills document, showing the value of excellence in everything that we do
- The long term and medium-term plans are followed, and that children's outcomes reflect the overview shared with parents/carers at the beginning of each half term, which is taken from the half termly topic maps.

- They are able to model the school's chosen handwriting style and know where to access all resources relevant to this scheme.
- All teaching throughout the school is at least consistently good.
- They read and implement school policies and procedures related to the curriculum, home learning, assessment, behaviour, playground and safeguarding.
- The 'children's voice' is reflected in all areas of their school experience.
- Working walls are displayed to reflect the current learning process taking place in the core subjects. This is monitored regularly by the Phase leaders.
- School behaviour routines are put into place and followed consistently to secure the expectations outlined in the relevant policies and the health and safety of the children.
- They have the resources needed to support the learning for each session ready at the beginning of each day-by 8.30 am. Staff should not be preparing for the current day's learning during that school day.
- They develop consistent routines to ensure that learning opportunities are maximised.
- Children are expected to be active in the learning process.
- Children are escorted around the building quietly and calmly by a member of staff, or if without an adult the child must be wearing the sash.
- Early Morning Work (EMW) is available for all children entering the class from 8.35am onwards and the teacher engages with the children from 8.45am.
- They will share learning with parents via Class Dojo at least 3 times a week.

SUPPORT STAFF AT RICHARD ATKINS ENSURE THAT:

- They are aware of all essential information about the children that they support.

Essential information includes:

- *Class list*
- *Information on allergies, medical needs, pupil premium, summer born children, ethnicity and home language*
- *An SEN list which outlines the child's needs and classroom support that must be completed with the SENCo.*

All of this information will be provided to classroom staff at the beginning of the year. It is the responsibility of all individual staff to familiarise themselves with this information. It is the class teacher's responsibility to ensure that the information is updated throughout the year as new children join by collecting this information from the Assistant Headteacher for Inclusion. It is the class teacher's responsibility to arrange to meet with the Assistant Headteacher to ensure all SEN information is updated.

- Familiarise themselves with planning for all subjects that is saved on the shared drive by 8.30am every Monday morning. All support staff should agree a suitable time with their teacher to review planning for the week ahead.
- They access their email account every day as this is the primary avenue for communication throughout the school
- Effective assessment strategies are adopted to ensure that feedback to children is ongoing throughout the lesson and makes a demonstrable impact on their learning.
- The progress of each child in their group is shared with the class teacher.

- All children's learning should be dated. Please do not leave large spaces in books if there is space for the child to record a new piece of work. Ensure the children miss a line on the page to separate different pieces of work but not when continuing work from a previous session.
- They are able to model the school's chosen handwriting style and know where to access all resources relevant to this scheme.
- When teaching Early reading or specific interventions they engage with training and take responsibility for ensuring the effective delivery of the programmes and seek support when needed.
- That they read and implement school policies and procedures related to the curriculum, home learning, assessment, behaviour, playground and safeguarding.
- The 'children's voice' is reflected in all areas of their school experience.
- Working walls are referred to throughout the lesson.
- School behaviour routines are put into place and followed consistently to secure the expectations outlined in the relevant policies and the health and safety of the children.
- They have the resources needed to support the learning for each session at the beginning of the day.
- They develop consistent routines to ensure that learning is maximised.
- Children are expected to be active in the learning process.
- Children are escorted around the building at playtime, lunchtime and end of day quietly and calmly by a member of staff. Those children not escorted by an adult must be wearing a sash to indicate they have been given permission.

PLEASE SEE YOUR PHASE LEADER IF YOU HAVE QUESTIONS REGARDING ANY OF THESE POINTS.

LEARNING ENVIRONMENT:

Our children deserve to work in a high-quality learning environment that promotes independence and excellence. A well organised, clutter free, welcoming and stimulating environment has a direct impact on the quality of Teaching and Learning and therefore supports us in raising standards.

Learning Environments must:

- be clean, tidy and free from clutter
- be bright, stimulating and welcoming
- be used to celebrate children's achievements across the curriculum
- be an interactive resource to support teaching, learning and assessment
- have clearly labelled resources that are easily accessible to pupils, promoting independence in learning
- have a reflection area that that supports the child to get back on track for learning using the 5 restorative questions

Learning Environments must have Working Walls that:

- are positioned where all children can access the information easily whilst working
- represent 'real time' learning in maths and writing
- support children's understanding of the learning process
- provide a visual resource and a reference to scaffold learning
- display some adult modelled work for children to access
- support independent learning

- show progress in learning concepts or steps
- model essential concepts, processes and vocabulary

Learning environments must include:

- Learning outcomes displays that create an instant reference to a learning theme and generates enthusiasm in pupils.
- Book corners that are inviting and stimulating with the use of soft fabrics, cushions, plants, key questions, interactive author focus displays and featured genres. These should be themed based.
- An area that is dedicated to behavioural expectations and behaviour management systems. This must be at the front of the classroom and easy for the teacher to reach.
- Classroom rules and the schools code of conduct (See Relationships and Behaviour Policy)
- Sentence stems to support the articulation of comments and collaborative learning
- Handwriting scheme displayed as a reference for the correct formation of joined up letters
- Aged appropriate words banks that support reading, writing and spellings of key words (High and medium frequency words)

Displays

- Displays of learning are crucial in our efforts to raise standards of attainment and to foster high self-esteem.
- Displays celebrate learning of the highest standard and provide a platform for rewarding effort.
- Displays must be in line with expectations set out in Learning Monitoring document.
- Displays communicates our values of excellence

Communal areas

- All staff are accountable for the general tidiness of the communal areas outside their classrooms. They will ensure the area is tidy, clutter free and supports learning opportunities for all of our children.
- The display boards in these areas should be updated and of a high quality and standard.

Self and Peer Assessment:

- Y1 children begin to self-assess their work and respond to verbal feedback in an age-appropriate manner. Children should also start to learn how to respond to the schools' marking symbols.
- Y2 children should begin to self-assess their work and build towards simple reflections at the end of lessons. Children should continue to respond to the school marking code and symbols
- From Y3 children should continue to respond to verbal feedback, reflect and learn to peer assess their partners work as well as continue to self-assess against the success criteria and assessment framework

Learning Objectives & Success Criteria

At Richard Atkins, we use 'Learning Objectives' and Success Criteria to enable children to achieve their very best. This supports and guides children with their learning. The learning Objective should be skills based and the Success Criteria is the broken skills that would enable the child to achieve the learning. The learning needs to be clear. To enable direct assessment. Mini plenaries and other assessment for learning strategies should be used systematically throughout the lesson to enable progression in learning .

- ***In Writing:***

The LO, where possible, should be taken from the composition objectives whilst the Success Criteria is taken from GPS sections of the curriculum.

- ***In Maths:***

the LO should always reflect the skill that is being taught. Steps to Success should be used to support the process in learning

- ***In all other subjects:***

the LO may refer to skills or knowledge outlined in the NC.

The success criteria are shared with the children at the beginning of each lesson and is displayed and referred to throughout the lesson reinforcing and support how the child can achieve the learning.

Generally, children will be working towards the same Learning Objective, but teachers will need to use their professional judgement and be flexible with this to suit the needs of individual and groups of children.

Feedback and Marking

At Richard Atkins we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. Through our feedback and marking we aim to raise self-esteem, achievement and progress in all areas of the curriculum.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations such as the Department for Education's research into teacher workload. The Education Endowment Foundation research shows that 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
- Provide specific guidance on how to improve and not just tell students when they are wrong

And those of the DfE's expert group which emphasises that marking should be

- Meaningful,
- manageable

- motivating.

What is Marking and Feedback?

Marking is the annotating of a piece of written work, using words, symbols and grades. It is usually in a written form, but can be verbal, especially for young children. Children need acknowledgement that their work has been looked at, but 'in depth feedback' is given when appropriate. Less detailed marking is often supported by oral feedback.

Feedback may consist of a dialogue between the adult and the child, a group or a class, and will provide pupils with information about how they performed in relation to the learning objective(s), and the **next steps** necessary to improve the work.

The Purpose of Feedback and Marking

- ✓ To recognise, encourage and reward children's effort, progress and celebrate success.
- ✓ To provide regular worthwhile dialogue between child and the teacher with clear appropriate feedback about strengths and areas of development in their learning.
- ✓ To teach children to constructively self-evaluate against shared success criteria or personal curriculum level targets.
- ✓ To increase children's self-esteem and awareness of how to improve.
- ✓ To support assessment for learning, target setting and reporting to parents.
- ✓ For children to steer their own progress through **next steps** in their learning.

When do we mark?

Marking in the presence of the child

Marking in the presence of the child is usually the most effective method of marking.

This is the practice we endeavour to use whenever possible through guided group work or 1:1 conferencing with children.

- ✓ teachers agree **next steps** and individual targets with children;
- ✓ specific advice for improvement is given;
- ✓ teachers follow up agreed targets with the child to evaluate progress;
- ✓ it gives children the opportunity to comment upon their work as it is marked;
- ✓ it involves dialogue between teacher and child;
- ✓ It provides individual strategies for improvement.
- ✓ The quality of thinking can be higher if the feedback is oral.

Distance Marking

Distance marking will have limited value with younger children, but is often essential when marking large amounts of work. With the pressures of the classroom, it is usually necessary, particularly with older children.

Some principles need to be considered if this form of marking is to be used effectively:

- ✓ The use of symbols and codes should be used consistently and understood by teachers and children;
- ✓ Teachers should ensure that children use the allocated time to respond to written comments and to make improvements from the prompts that the teacher provides;
- ✓ Comments are clear and the language used is accessible;
- ✓ Specific strategies for improvement are given

Feedback and Marking in Practice

All work by the children should be in **pencil, or black pen**.

Marking and writing by the adult should be in **green pen**

Children's responses to any marking should be in **purple pen**

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks and or highlighting of the learning objectives.

- In Early Years Foundation Stage and Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with the children at the next appropriate opportunity.
- In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which has not been possible to provide verbally during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage of learning, the learning objective is highlighted.

In most cases, written comments will be focused on extended pieces of written work or extended tasks. These will allow children's achievements to be recognized and provide further guidance for future learning

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

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson or task
3. Review feedback – away from the point of teaching (including written comments)

These stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate verbal feedback. Where feedback is based on a review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Richard Atkins, these stages can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate (Feedback)	• Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action through 'helicoptering' or 'Conferencing' • Includes teachers gathering feedback from teaching, including carpet work, mini whiteboards, starter questions etc. • May involve the use of support staff to provide support or further challenge. • May re-direct the focus of teaching or the task. • May include highlighting or annotations according to the marking code.	Lesson observations/learning walks Some evidence of annotations or use of marking code/highlighting Teacher stamp used with green pen corrections and improvements evident in the books
Summary (Reflection)	Takes place at the end of a lesson or activity. • Often involves whole groups or classes. • Provides an opportunity for evaluation of learning in the lesson. • May take the form of self or peer reflections against an agreed set of criteria. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.	Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment. • Evidence of self and peer assessment. • May be reflected in selected marking (end of a writing unit)
Review (Acknowledging)	Takes place away from the point of teaching. • May involve written comments for pupils to read/respond to. • May involve the use of codes and highlighting. • Provides teachers with opportunities for assessment of understanding. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. • May lead to targets being set for pupils' future attention	Acknowledgement of work completed. • Written comments and appropriate response/actions. • Adaptations to teaching sequences when compared to planning. • Assessment tools updated regularly for all pupils. • Adaptation of future groupings based on need.

Detailed Marking

At the start of every lesson teachers share the **Learning Objectives** with the children and establish the success criteria using a variety of AFL strategies but most commonly steps to success criteria is used to break down the learning objective together. These should break down the **skills** needed in order to achieve the Learning Objective.

In order to manage regular in-depth marking of the whole class teachers should carry out detailed marking of **one subject per week** (English, Maths, Science/other).

Detailed marking should include the following elements:

- **Showing success**

The teacher ticks which success criteria the child has met **and the child's individual target(s)**.

- **Indicating what has been achieved and the next step**

The teacher writes **how the child can improve with a next step comment**. These should be written in **green pen**.

Response Marking

When written feedback is provided children need to respond to progress onto the **next steps**. Teachers comments need to allow the children to think of the next steps and improve an identified area of learning.

Allocated time is given to allow time for children to read, digest and respond to their teachers marking effectively with a focus on the **next steps**. E.g. Early morning work, directly after lunch etc
The teacher should work with a focus group during English and Maths. This will enable an assessment written dialogue between the teacher and the child in the child's book. The comments should focus on the **next steps**, moving the child's learning forward. This would be a combination of detailed and response marking with the child.

Marking codes/Symbols

Where written marking or annotations are appropriate, the intention is that children are able to easily understand the feedback given maximum outcomes. One way in which we achieve this is through the use of our marking code and symbols, which combines the use of highlighters and symbol codes. The marking symbols will be used **consistently** in Keystage 1. In Keystage 2 the marking codes are used to enable the children to edit and upgrade their learning Adults should scaffold their feedback and sign post children using highlighters, if needed. The teacher should ensure that these marking symbols and codes are on **display in their classroom** and that all adults and children are aware of them.

The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

Annotation Meaning	
	Work that demonstrates that a pupil has met an element of the success criteria, demonstrated a particular skill or achieved the intended outcome.
	Work that needs further attention or displays an error or misconception (e.g. poor word choice, punctuation error or specific error in a calculation, etc.)
I	The work has been completed independently.
T	The work has been completed with teacher support.
TA	The work has been completed with Teaching and Learning Assistant support.
SP	Spelling error
P	Punctuation error
G	Grammar error
WO	Working out error

Marking Symbols

 Finger Space	SP Check spelling	 Check
FS Full Stops	CL Capital letters	 Sound out using Phonics

Key Principles

Our policy on feedback has at its core our school Vision and Values:

VISION:

At Richard Atkins we empower our children to achieve excellence in all that they do; setting them on a life of infinite possibility where they understand just how big their world can be and know that they are their own creators.

VALUES:

Excellence: We constantly strive for excellence, ensuring <u>every human and physical interaction is of the highest quality.</u>	Integrity: We are true to ourselves and <u>offer strength to others</u> to create a secure and united community.	Growth: We embrace challenge, <u>recognising that through our mistakes, true learning happens</u> ...never wanting to miss out on <u>opportunities to improve.</u>	Empowerment: We will extend batons of opportunity and trust, <u>building strength and independence</u> along the way.	Curiosity: We will foster <u>inquisitive minds</u> , confident to search of the next hidden treasure.	Courage: We are <u>courageous in our learning</u> and strive to be our greatest self. We embrace new experiences to ensure that we are <u>leaders of our own learning.</u>
--	--	--	---	---	--

By following these principles:

- The sole focus of feedback should be to further the children's learning.

- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at the later date.
- Feedback is provided to both teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- All pupil's work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.
- Written comments should only be used where they are accessible to the students according to age and ability.

As a result, we hope that our children will:

- ✓ Have **ownership** and take pride in their work
- ✓ Benefit from timely feedback and questioning to move their learning forward
- ✓ Be independent, self-reflective, and lifelong learners
- ✓ Be able to reflect on their learning confidently and effectively
- ✓ Become better at self and peer assessment
- ✓ Understand what they have achieved and what their next step is
- ✓ Develop a positive growth mindset approach to all their learning

Self-Reflection

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. At the end of most English and Maths lessons, the children write self-reflection comments linked to which school value they have shown.

In Key Stage 2, sentence stems provided by the teachers support these reflections. In KS2 Maths, the children usually self-mark after 4/5 questions to see if they are ready to move on to the next challenge or need a little bit more help. They then need to find their errors and correct their mistakes (supported by an adult if needed). The teachers still look at these books every day.

KS1 Reflection Cards	
	Today I struggled with....
	I was interested in....
	I think I need to practice.....
	The most useful thing I learnt today is...
	Today I got better at....
	I'm proud of my work because...

KS2 Reflection Cards	
	Today I struggled with....
	I would like more help with
	Something I would like to find out more about....
	I think I need to practice.....
	I would like to get better at....
	The most useful thing I learnt today is...
	Today I got better at.....
	I'll use what I've learnt today