



Teaching, Learning and Feedback Policy

February 2025



CONTENTS

Contents.....	2
Mission.....	3
Aims.....	3
AIMS OF THE POLICY.....	3
TEACHING, LEARNING AND FEEDBACK POLICY SUMMARY.....	4
FEEDBACK:.....	4
PLAN.....	4
TEACH.....	4
FEEDBACK.....	5
1. PURPOSES OF FEEDBACK TO MAKE PROGRESS.....	5
2. FEEDBACK SHOULD BE REGULAR.....	6
EYFS.....	6
KSI and KS2.....	6
3. QUALITY FEEDBACK AND NEXT STEPS.....	6
3a. ACTIVE FEEDBACK.....	6
3b. SELF AND PEER REVIEW.....	7
3c. ROLE OF OTHER SUPPORTING ADULTS.....	7
REWARDS.....	7
4. CODES TO BE USED IN FEEDBACK.....	7
PLAN.....	8
1. BE CLEAR AND PRECISE ABOUT THE KNOWLEDGE/SKILLS YOU WANT STUDENTS TO LEARN, NOT WHAT YOU WANT THEM TO DO. BREAK THEM DOWN.....	8
2. DO THE 'SO WHY?' TEST. ACTIVITIES, INCLUDING PREP, MUST BE DESIGNED TO FACILITATE LEARNING AND NOT JUST KEEP STUDENTS BUSY.....	9
LESSON OBJECTIVES/ SUCCESS CRITERIA.....	9
PREP.....	10
3. EVIDENCE OF PLANNING.....	10
4. ADAPTIVE TEACHING SHOULD BE PLANNED THAT MEETS THE NEEDS OF ALL STUDENTS AND GROUPS AND MAXIMISES THE USE OF ANY ADDITIONAL ADULT(S) IN THE ROOM.....	10
5. THERE SHOULD BE NO DEAD TIME. STUDENTS ARE TO BE PURPOSEFUL FROM THE BEGINNING AND APPROPRIATE PACE FOR THE INTENDED LEARNING.....	10
TEACH.....	11
READING.....	11
SPEAKING AND LISTENING.....	11
WRITING.....	11
MATHEMATICS.....	12
RESPONSIBILITIES.....	13
Equal Opportunities.....	13

MISSION

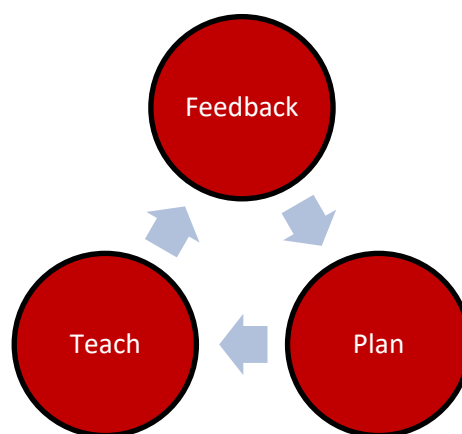
Eversfield offers an outstanding, broad education within a safe, caring, happy, family atmosphere where the talents of every child are valued and nurtured. We achieve excellent results in a school where the Christian principles of mutual care, respect and encouragement underpin everything that we do.

AIMS

- To promote high moral standards through clear and relevant Christian teaching.
- To provide a wide breadth of experiences and opportunities for all our children to discover and develop their individual talents.
- To support our children in becoming valued members of society so that they may develop self-confidence, ask questions, seek new experiences, not be afraid to make mistakes, express themselves confidently and modestly and develop team and leadership skills.
- To provide a safe, supportive, healthy educational environment, with buildings, facilities and staff that enable our children to learn and develop.
- To ensure that our children receive excellent pastoral care.

AIMS OF THE POLICY

- To offer clarity about what the expectations of teachers are, working at Eversfield Preparatory School.
- To define **consistencies** and key teaching strategies to support teachers to build up a repertoire of expertise, knowing that what they are doing is consistent throughout the whole school.
- To provide individual points to support the **'Feedback-Plan-Teach'** cycle to provide context and examples.
- Aspects of the feedback code should become common practice across the whole school.
- To ensure progress over time.



TEACHING, LEARNING AND FEEDBACK POLICY SUMMARY

FEEDBACK:

Feedback has two purposes. One, students act on feedback to make progress over time. Two, it informs future planning and teaching.

- Teachers must have a secure overview of the starting points, progress and context of all students.
- Feedback must be primarily formative, may be selective, and include the use of active feedback that is clear about what students have succeeded in and must act upon.
- Feedback must be regular.
- The Feedback codes must be used.

PLAN

Planning is a process not a product. It has one purpose; to enable high quality delivery which meets the needs of all students.

- Be **clear and precise** about the knowledge/skills you want students to learn, not what you want them to do. Break them down.
- Do the **'so why?'** test. Activities, including prep, must be designed to facilitate learning and not keep students busy.
- There must be **evidence** of a curriculum design, short term and weekly (just English and Mathematics) planning on the network.
- **Adaptive teaching** should be planned to ensure the **needs of all students are met** and maximises the use of any additional adult(s) in the room.
- There should be **no dead time**, with students purposeful from the beginning and an appropriate pace for the intended learning.

TEACH

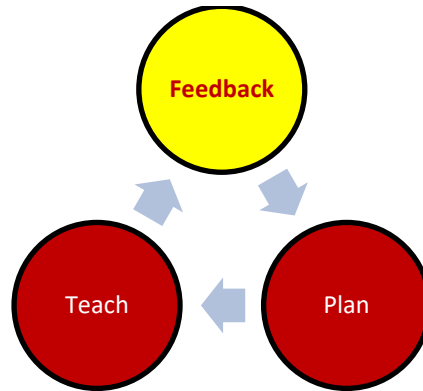
'Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty.'

Albert Einstein

We are all **teachers of English** and **Mathematics**. The quality of both students' and teachers' language, such as in precise instructions and questioning, are significant determinants of progress. Make the implicit explicit.

- Teachers must be explicit about **learning objectives, success criteria** and **key words**.
- **Go with the learning**: the 'flow' of great progress is more important than following a lesson plan.
- All students must be **involved in their learning** and be able to use the key strategies.
- Ensure that **learning has stuck**, through checking that is incisive, systematic and effective.

FEEDBACK



*'The aim is to get **the students actively involved** in seeking this evidence: their role is not simply to do tasks as decided by teachers, but to **actively manage and understand their learning gains**. This includes **evaluating their own progress**, being more **responsible for their learning**, and being **involved with peers** in learning together about gains in learning. If students are to become **active evaluators** of their own progress, **teachers must provide the students with appropriate feedback** so that they can engage in this task.'*

Hattie (2012)

Feedback have two purposes. One, students act on feedback to make progress over time. Two, it informs future planning and teaching.

I. PURPOSES OF FEEDBACK TO MAKE PROGRESS

Feedback should be **manageable** and ensure **continuity and consistency across the school**. This enables it to be an integral part of normal classroom practice, informing planning and takes into account the ongoing development of the individual child. It should promote higher standards by improving the quality of teaching and learning.

- enable teachers to monitor children's progress and identify misconceptions to assist forward planning and learning
- feedback addresses misconceptions, identifies challenges and provides individual next steps connected specifically to the lessons objective/ success criteria
- make expectations clear to students, teachers and parents

Feedback should be constructive and have a positive effect on motivation and self-esteem. Students should be encouraged to **be part of the process** empowering them to achieve higher standards and promoting their development as learners. Students should feel they are involved in their feedback through active feedback and self-review, allowing them to reflect on their performance.

- students can reflect, read/ respond to comments made and be given time to do so. Feedback is appropriate to the age and ability of the students and may vary across year groups and key stages
- feedback will focus only on one or two key areas for development at any one time
- feedback is be given by a teacher, TLSA or through peer review

2. FEEDBACK SHOULD BE **REGULAR**

EYFS

Much of the students' work within EYFS is practical and feedback of work is only a small component of the feedback role of the EYFS staff. The majority of feedback is given orally where, through carefully planned questioning, students are given next steps to move their learning forward.

Within EYFS, there are numerous opportunities for effective feedback related to the learning objectives/success criteria.

- written comments on work (where possible this should take place with the student)
- adult led activity records
- observation records
- professional discussion between EYFS staff
- annotation against development matters
- constructive feedback during and after practical activities

KS1 and KS2

All pieces of work should have feedback on but not all work needs to be in-depth. Light touch feedback can be used in some instances, especially when this has been supported with verbal feedback, self or peer review.

The colour of the pen should match with that used for Active Feedback and care should always be taken to preserve the integrity of the students work.

Effective feedback must be accessible to all students and will reflect their individual needs and abilities. This includes reference to IPMs and agreements as appropriate.

3. **QUALITY FEEDBACK AND NEXT STEPS**

This will link to students' individual targets or the learning objective and success criteria in the lesson in the form of next steps. It should identify positively what has been done well and identify an area for specific improvement or deeper investigation if needed.

When constructing in-depth feedback teachers need to consider:

- Does feedback inform the student what they have done well and what they need to enhance their progress?
- Does it relate to the planned learning objectives and success criteria?
- Can feedback be clearly read and understood?
- Does feedback indicate a next step towards improvement in learning?

Well-constructed in-depth feedback tasks prompt effective response from students to improve quality of their work or reinforce learning. For example:

- refine a teaching point to consolidate or reinforce understanding
- extend understanding to deepen learning or raise a higher level of thinking
- address/ explore misconceptions
- identify errors if apparent
- address incomplete work and presentation issues
- focus on a need for practice e.g. times tables, spellings, punctuation, grammar
- engage students in self-reflection, enabling them to keep track of and share their learning

3a. **ACTIVE FEEDBACK**

- Wherever, possible active feedback should take place with the children to offer guidance as to the extent that the learning objective and success criteria are being met. Verbal Feedback (VF) will be indicated in students' books rather than a written comment to identify that a discussion has taken place.

- Active feedback should link to the learning objective and success criteria in the lessons using green and pink pens. It provides children with immediate feedback that they can act upon there and then. **Pink to think** and **Green to be seen**. This allows for children to reflect on what they are doing well and are given the opportunity to self-improve their work before being given extra support.

3b. SELF AND PEER REVIEW

Success criteria will be identified/visible during each lesson for students to refer to. This allows students to accurately self-review where appropriate. Therefore, children can mark their own, or another child's work (reviewed by the teacher). This is part of self-review or peer-review.

3c. ROLE OF OTHER SUPPORTING ADULTS

- TLSAs may mark work with groups of students with whom they have been working in-line with guidance in this policy, initialling work they have supported.
- Supply/cover teachers are expected to mark all work in accordance with this policy, initialling any work they have marked.

REWARDS

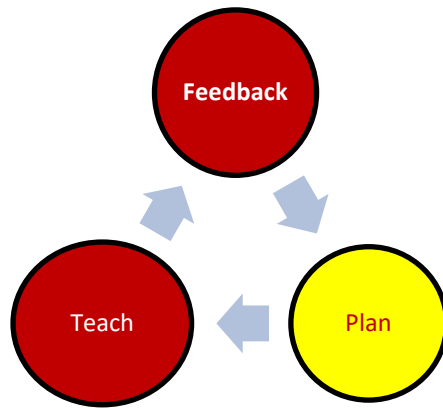
Verbal praise, comments on work, stamps and stickers, ticks, pluses and house points, certificates, merit badges, Headmaster's Commendation may be awarded.

4. CODESTO BE USED IN FEEDBACK

Target	Symbol
Indicating correctness	✓
Indicating an incorrect point	. or x
Indicating that something does not make sense and needs redrafting	?
Indicates a spelling mistake	SP
Indicates a grammar mistake	GR
Indicating a word or phrase is missing	^
Indicating missing punctuation mark	Circle around error or omission
Indicating where a new line or paragraph should be used	//
Support given	S

Type of Feedback	Symbol
Verbal feedback given or discussion	VF
Peer-reviewed	PR
Self-reviewed	SR

PLAN



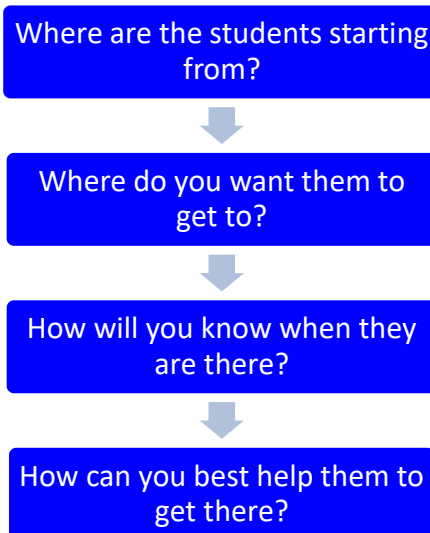
Planning is a process not a product. It has one purpose; to enable high quality delivery which meets the needs of all students.

I. BE CLEAR AND PRECISE ABOUT THE KNOWLEDGE/SKILLS YOU WANT STUDENTS TO LEARN, NOT WHAT YOU WANT THEM TO DO. BREAK THEM DOWN.

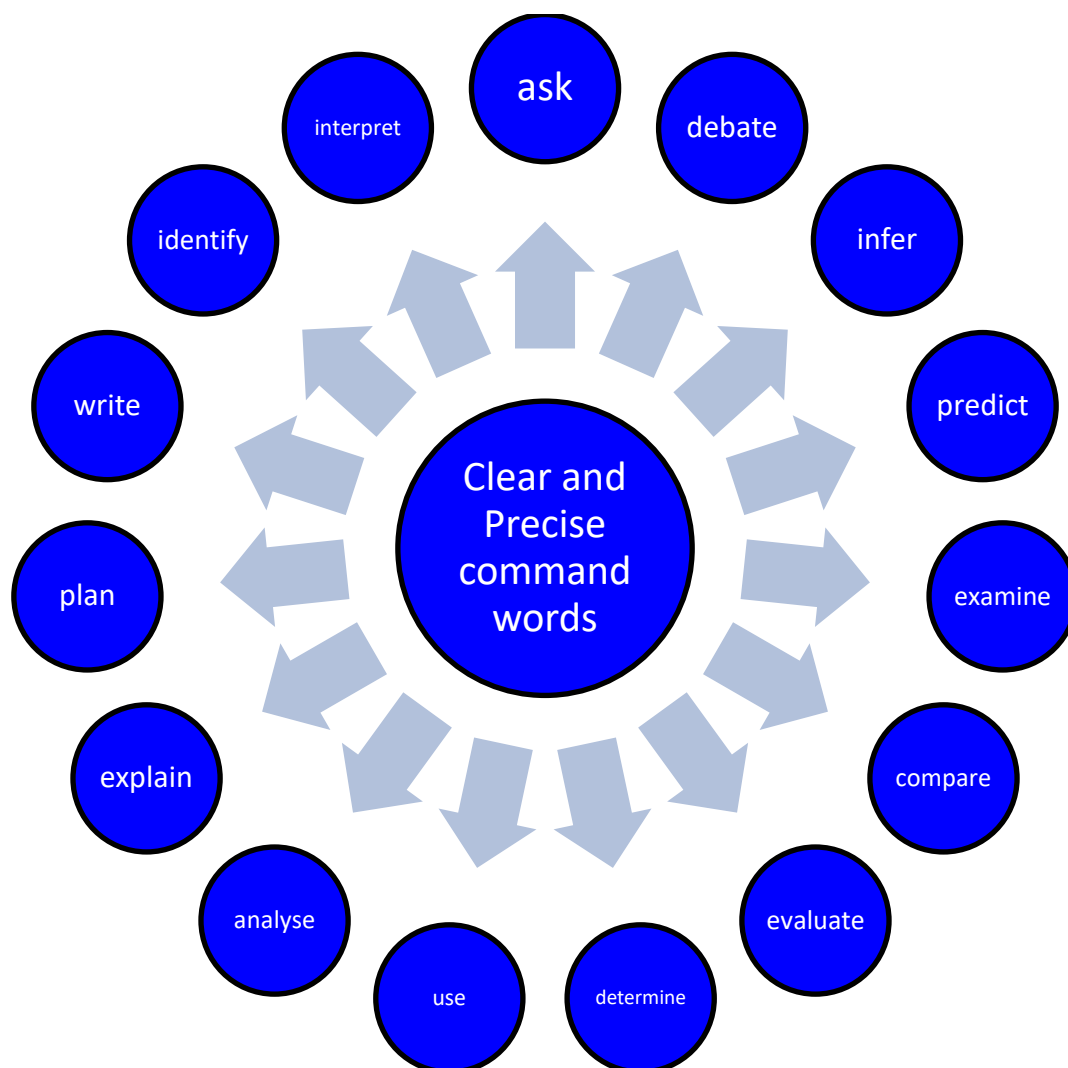
“Give me six hours to chop down a tree and I will spend the first four sharpening the axe.”

Abraham Lincoln

Planning is about **hard thinking**, not form filling. It is a **thinking process**. Your habits of thought are of fundamental importance. As obvious as it may sound, a teacher’s planning must consider **what you want students to learn first**, and spend some time on it, before you give any consideration to what you want them to do. High quality planning requires a bigger strategy than this. All too frequently planning starts with the final question.



You should aim for **clarity** and **precision** to articulate what you want your students to learn and what you want them to do so they learn it. Your explanations should be phrased in such a way that students quickly understand what they are aiming for. Breaking down what you want them to learn can often reveal skills or knowledge they must acquire that need to be taught.



2. DO THE ‘SO WHY?’ TEST. ACTIVITIES, INCLUDING PREP, MUST BE DESIGNED TO FACILITATE LEARNING AND NOT JUST KEEP STUDENTS BUSY.

To improve students’ understanding of their own work, it is useful to consider why and how we are planning learning for students. If an activity is not making a significant difference, then discard it. Activities need to be focused on learning and not control.

After planning always check that the activities are supporting you deliver the learning you want to achieve and whether there was a more efficient route of doing it. Ask yourself ‘so why’ about each activity and the length of time allocated.

LESSON OBJECTIVES/ SUCCESS CRITERIA

The precision of your language counts in embedding learning. Ask yourself again:

1. Where are the students starting from?
2. Where do you want them to get to?
3. How will you know when they are there?
4. **How can you best help them get there?**

PREP

Prep is a part of curriculum planning. It is an extension of the students' learning day and contributes to raising attainment. Prep is an opportunity for students to develop their ability to work independently, to research and extend their learning.

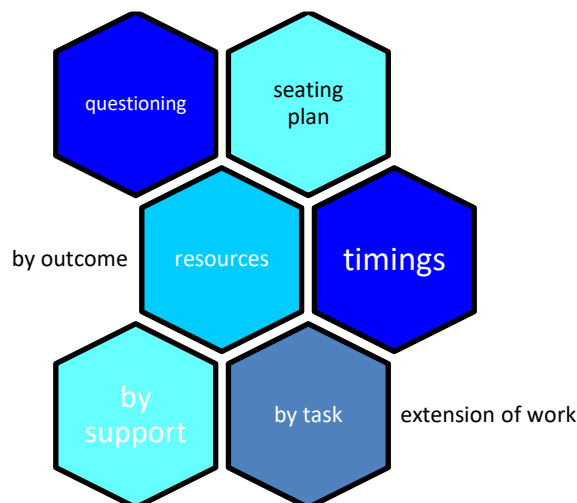
Prep can take the form of separate tasks set each week, and it can also consist of a project to be completed over a defined period of time. However, all students are **expected to read for at least 25 minutes** a day at home, exclusive of prep set.

3. EVIDENCE OF PLANNING

On the network there must be evidence of:

- Yearly overviews (Kindergarten – Year 6)
- Curriculum Design (Kindergarten – Year 6)
- Short term planning (all subjects except Mathematics and English)
- Weekly planning (Mathematics and English only)

4. ADAPTIVE TEACHING SHOULD BE PLANNED THAT MEETS THE NEEDS OF ALL STUDENTS AND GROUPS AND MAXIMISES THE USE OF ANY ADDITIONAL ADULT(S) IN THE ROOM



After feedback in the students' books and planning lessons, planning will be adapted to the needs of the individual student and groups in the following lesson as appropriate.

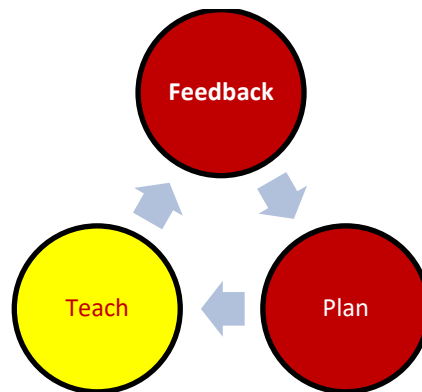
5. THERE SHOULD BE **NO DEAD TIME**. STUDENTS ARE TO BE **PURPOSEFUL** FROM THE BEGINNING AND **APPROPRIATE PACE** FOR THE INTENDED LEARNING.

- Ensure the lesson starts promptly
- Consider the amount of 'teacher talk' time
- Time efficient methods
- Consider the transition from one activity to the next
- Check learning effectively and avoid wasting time on things already learned
- Appropriate pace

TEACH

‘Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty.’

Albert Einstein



I. We are all teachers of English and Mathematics. The quality of both students’ and teachers’ language, such as in clear instructions and questioning are significant determinants of progress. Make everything explicit.

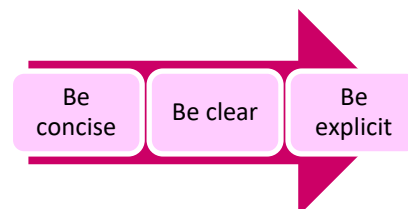
READING

Help students learn to develop discussions using four strategies:

1. summarising
2. questioning
3. clarifying
4. predicting

SPEAKING AND LISTENING

Prepare students to write by giving them the opportunity to rehearse their writing by discussing their ideas with a partner or in a small group. This improves their content and clarity.



Key strategies such as Think-Pair-Share and group discussions can provide students with an opportunity to practise what they write.

WRITING

Key strategies: Modelling when coupled with **high expectations** supports students to make maximum progress. **‘I do; we do; you do’.**

- Step 1 • Look at texts to discuss/ annotate.
- Step 2 • **I do** - Watch me write.
- Step 3 • **We do** - let's write together.
- Step 4 • **You do** - now it's your turn.
- Step 5 • Share writing and identify what went well.

By using a metacognitive approach and explaining or demonstrating to students what is expected of them, students are better able to respond to tasks.

MATHEMATICS

Mathematics also includes the ability to use numbers and solve problems in other subjects and in real life:

Reasoning	problem solving	decision making	measures
Use of space	calculation	data handling	

When you are teaching something mathematic related, make it explicit that you are doing so to enable the students to see the relationships between subjects.

2. Teachers must be explicit about **learning outcomes, success criteria and key words**.

Students must know the knowledge and skills you want them to learn and the language they are expected to understand and use. This can be done by:

- having learning objectives and success criteria on the board at the beginning of the lessons and referred to throughout the lesson
- ask for a reminder of the previous lesson's learning objective/ success criteria and speculate what the current lesson will be about
- provide a prompt e.g. a picture for the students to discuss and then discuss what the learning objective/ success criteria will be about

3. **Go with the learning: the flow of effective progress is more important than following a lesson plan**. The point of a lesson is to maximise learning, not deliver the plan.

4. All students must be **working harder** than the teacher and be able to use **key strategies**. Teach the learning behaviours that you want to see.

5. Ensure that **learning is embedded** through recapping on the key objective in a systematic and effective way.

If learning is planned for, teachers should be able to assess if learning has taken place. However, learning cannot always be seen. All teachers should be confident to assess whether learning is embedded by recapping and frequently based on questioning. This feedback is essential to ensure students make secure progress over time.



RESPONSIBILITIES

It is the responsibility of the class teacher to ensure that this policy is consistently carried out, including enabling students to respond to feedback tasks when necessary.

It is the responsibility of all staff working with students to ensure their feedback code is consistently adhered to.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their subject area.

It is the responsibility of the Director of Teaching and Learning and Director of Assessment to ensure that effective feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

EQUAL OPPORTUNITIES

We are committed to the principle of equal opportunity for all students irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle.

We believe that equal opportunity is at the heart of good educational practice. All students are of equal value and deserve equal access to every aspect of school life. They have an equal opportunity to learn and work towards their highest possible levels of achievement. The 'Vision and Values' which we uphold as a school help to emphasize equal opportunities for all staff and students at all times. All personnel are responsible for ensuring that we implement this policy.

MONITORING AND REVIEW

This Policy is monitored by the Governing Body and will be reviewed every two years or earlier, if deemed appropriate.

Revised February 2025, HM Director of Teaching and Learning