



# Pendle Education Trust

## Policy/Procedure/Guideline Review

<b>Policy/Procedure/Guideline:</b>	Teaching and Learning Policy
<b>Senior Manager Responsible:</b>	L Brown, Deputy Principal
<b>Local Academy Council Approval:</b>	October 2025
<b>Review date:</b>	Annually





**Colne Primet Academy**  
**Teaching and Learning Policy**  
**Including**  
**Feedback Policy**



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## Introduction

At Colne Primet Academy, we aim to ensure that every student leaves us able to succeed in life. We enable students to achieve the grades and qualifications that open doors to the next stage of their development, as well as ensuring they have wide ranging opportunities and experiences for personal development. We challenge social inequality by ensuring we have an ambitious, inclusive curriculum which is shaped according to what our students need to know, understand and do in their future lives. Learning and progress are at the heart of everything we do. We strive to constantly develop our knowledge and skills, ensuring that every day we move forwards.

## References and links to other policies:

- Behaviour Policy/Academy Culture Procedures
- Homework Policy
- SEND Policy
- Curriculum Policy
- Data and Reporting Procedures
- PET Teacher Appraisal Policy
- Early Careers Teachers Policy

## Aims

The aim of this policy is to set out the high expectations and common approach to teaching and learning at Colne Primet Academy so that teachers, parents/carers and students are all aware of and can work towards the highest possible standards of education. We refer to these guiding set of principles as our “Primet Pedagogy”. A one-page summary of the policy can be found p5.

It is designed in such a way that whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning determines that the best possible outcomes are achieved for the students.

Our Primet Pedagogy is set out into five domains which are based on five key areas which teaching should be understood to include:

1. **Curriculum and Planning** is a key domain which underpins all other four sections of the policy
2. Learning Culture
- 3a. Disciplinary Literacy
- 3b. Learning Principles
4. Assessment and feedback
5. Consolidation and Independent Learning is a key domain which underpins all other four sections of the policy

Within each domain we then have key routines that we expect teachers to apply and these are linked to Walkthru routines; 5 step processes which help teachers to share a common language about routines we use to teach effectively.





1. Curriculum and Planning			
<ul style="list-style-type: none"> <li>The curriculum is planned to ensure that literacy is well represented.</li> <li>Planning identifies key texts which will be explicitly taught using reciprocal reading strategies.</li> <li>Planning identifies tier 2 and tier 3 words which will be explicitly taught.</li> <li>The curriculum is planned to provide high quality literacy interventions for struggling students based on reading age data.</li> </ul>	<ul style="list-style-type: none"> <li>The curriculum is coherently planned and sequenced to ensure there is sufficient acquisition of knowledge and skills for the next steps.</li> <li>Effective planning identifies explicit knowledge and skills to be taught and ensures pedagogy is well matched to achieve these aims.</li> <li>Plans avoid cognitive overload and build in opportunities to review prior learning.</li> <li>Subject knowledge is progressed and planning supports teachers who may track out of specification.</li> </ul>	<ul style="list-style-type: none"> <li>The curriculum is ambitious and seeks to provide students with a thirst for learning.</li> <li>The curriculum is adapted and designed to meet the needs of students with SEND and ambitiously constructed to ensure disadvantaged students gain the knowledge and cultural capital they need.</li> </ul>	<ul style="list-style-type: none"> <li>Planning is informed by a variety of assessment opportunities which can identify misconceptions or gaps in knowledge to be addressed.</li> <li>Our curriculum plans identify the key points of independent practice where individual feedback will be given against a <b>SMART</b> criteria, and where timely summative assessments are over the course of study.</li> </ul>
2. Learning Culture	3. Learning Principles (3a)	3. Disciplinary Literacy (3b)	4. Assessment & Feedback
<ul style="list-style-type: none"> <li>Explicit classroom routines allow teachers to focus on teaching and students on learning.               <ul style="list-style-type: none"> <li>Set up</li> <li>Equipped and ready</li> <li>Listen</li> <li>Focus</li> </ul> </li> <li>A culture of positive framing, using consistent language, and rewards ensures students are motivated and produces a climate for learning where all students can achieve.               <ul style="list-style-type: none"> <li>Primet values</li> <li>Rewards, shared on classcharts</li> <li>Positive framing</li> <li>Expecting 100%</li> <li>Attitude to learning grades</li> </ul> </li> <li>Learning modes allow swift transitions between learning activities.               <ul style="list-style-type: none"> <li>Independent</li> <li>Think, pair, share</li> <li>Collaborative learning</li> <li>Respectful whole class</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Learning objectives and outcomes are explicitly shared, so students understand what and why they are learning and can articulate their learning and progress.</li> <li>Learning principles for learning when planning.               <ul style="list-style-type: none"> <li>Review (Do Now recall)</li> <li>Challenge</li> <li>Explanation/Demonstration (I do)</li> <li>Modelling (we do)</li> <li>Deliberate Practice (You do)</li> <li>Questioning</li> <li>Feedback</li> </ul> </li> <li>Effectively supports the learning process by selecting appropriate pedagogy in planning.               <ul style="list-style-type: none"> <li>Spaced practice – Do Now, Review Now, Topic Review</li> <li>Interleaving</li> <li>Retrieval practice</li> <li>Elaboration (oracy)</li> <li>Dual coding</li> <li>Cognitive load – chunking the lesson</li> <li>Vocabulary instruction</li> <li>Questioning</li> <li>Scaffolding/Modelling – Adaptive teaching</li> <li>Assessment opportunities – formative and summative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Prioritises disciplinary literacy across the curriculum using a consistent approach to teaching reading e.g. reciprocal reading</li> <li>Prioritises reading for pleasure and wider reading opportunities.</li> <li>Asks students to read texts that will provide challenge and increase their cultural capital, including through Accelerated Reader.</li> <li>Explicit teaching of tier 2 and tier 3 vocabulary are a feature of every lesson, including developing student understanding of the etymology of words.</li> <li>Promote high expectations of presentation, including use of consistent presentation expectations e.g. DUMTUMS, and accuracy in written work.</li> <li>Use of literacy marking code to address errors and correct mistakes, ensuring students are responding to this feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Checks for understanding through effective questioning techniques</li> <li>Planning anticipates misconceptions and allows these to be addressed</li> <li>Adaptive teaching is enabled through a range of effective strategies.               <ul style="list-style-type: none"> <li>Questioning</li> <li>Mini whiteboards</li> <li>Scarfolding</li> <li>Pre/Post-assessment</li> <li>Live marking</li> <li>Groupings</li> </ul> </li> <li>Provides opportunities for formative assessment throughout each unit of work. Correcting of whole class feedback, individual live feedback, self and peer assessment</li> <li>Provides opportunities for summative assessment. Summative assessments take place at certain points in the year.</li> <li>Both formative and summative assessment allow students to be given advice on how to improve and for students to act on that advice through a range of DIRT activities.</li> </ul>
2. Consolidation & Independent Learning			
<ul style="list-style-type: none"> <li>Students are taught to become self-regulated learners.</li> <li>Independent learning tasks are set regularly by all curriculum areas.</li> <li>Provide opportunities for students to complete independent practice and review in class and at home.</li> </ul>	<ul style="list-style-type: none"> <li>Reading for pleasure at home supports ongoing literacy development and skills.</li> <li>Independent learning activities which focus on pre-learning or consolidation of key vocabulary (tier 2 or tier 3 words)</li> </ul>	<ul style="list-style-type: none"> <li>Independent learning skills are planned into the PD curriculum and developed further by Curriculum Areas e.g. use of flashcards and mind maps.</li> <li>Knowledge organisers provide an overview of topics and can be used to consolidate learning.</li> <li>Independent learning tasks incorporate retrieval practice, dual coding, vocabulary activities.</li> <li>Opportunities for deliberate practice are planned into SQT.</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval practice opportunities are planned into the start of lessons.</li> <li>Low stakes quizzing planned into lessons e.g. use of mini-whiteboard, multiple choice questions, examples and non-examples, exit tickets etc.</li> </ul>



# 1. Curriculum and Planning

## Rationale

It is important that teachers plan schemes of learning and deliver lessons that enable students to work towards learning objectives and make progress towards the success criteria. It is acknowledged that different teachers have their own preferred styles of teaching but it is imperative that the agreed principles are followed to ensure the best outcomes for all students in all lessons. The ultimate aim is to ensure that thorough planning and focused lesson implementation aids the students in their quest to make progress over time.

## Schemes of learning

Medium and long term planning must be presented in the whole-school format using the templates.

Overview template

SOL template:

### Scheme of Learning

Year Group:



<b>Topic/Unit</b>	XXXXX	
<b>Overview</b> Explain what students will do throughout this unit.		
<b>Context /Bigger picture</b> Link to Curriculum Overview What's happened so far - knowledge gained and how will this unit develop on from that?		
<b>SMSC and British Values</b>	Democracy	Cultural Development – understand, accept, respect and celebrate cultural diversity
	The rule of law	Spiritual development – explore beliefs, feelings, values and being creative
	Individual liberty	Social development – use social skills, appreciate diverse viewpoints, resolve conflict
	Tolerance for the beliefs and values of others	Moral development – recognise right and wrong, respect the law
	In this unit, students will...	
<b>Supporting Careers</b>		
<b>Key assessment(s)</b>		
<b>Supporting Literacy</b>	<b>Key texts to be used (Reciprocal Reading):</b>	<b>Unit (SOL) vocabulary (Tier 3):</b>



Lesson:																							
<p><b>Intent: students will be enabled to:</b> State the key knowledge/skills introduced and/or revisited <i>What are we learning today?</i></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Implementation: teaching and learning activities</b></p> <ol style="list-style-type: none"> <li>1. <b>Do Now, Review Now, Topic Rewind</b> (knowledge retrieval practice/recall activity – immediate engagement)</li> <li>2. <b>Subject specific pedagogy detail/lesson activities</b> (brief outline)</li> <li>3. <b>Metacognitive strategies within lesson activities: (pedagogical approaches which support the learning process)</b></li> </ol> <table border="1"> <tr> <td></td> <td>Spaced retrieval/distributed practice</td> <td></td> <td>Modelling (use of visualiser)</td> </tr> <tr> <td></td> <td>Interleaving</td> <td>✓</td> <td>Questioning</td> </tr> <tr> <td>✓</td> <td>Retrieval practice</td> <td></td> <td>Self-reflection</td> </tr> <tr> <td></td> <td>Elaboration</td> <td></td> <td>Collaborative Learning</td> </tr> <tr> <td></td> <td>Dual coding</td> <td>✓</td> <td>Chunking</td> </tr> </table>			Spaced retrieval/distributed practice		Modelling (use of visualiser)		Interleaving	✓	Questioning	✓	Retrieval practice		Self-reflection		Elaboration		Collaborative Learning		Dual coding	✓	Chunking	<p><b>Impact:</b> What will students have learnt and be able to do by the end of the lesson? Concepts, <b>substantive and disciplinary knowledge</b>, skills</p> <ul style="list-style-type: none"> <li>•</li> </ul>
		Spaced retrieval/distributed practice		Modelling (use of visualiser)																			
	Interleaving	✓	Questioning																				
✓	Retrieval practice		Self-reflection																				
	Elaboration		Collaborative Learning																				
	Dual coding	✓	Chunking																				
<p><b>Scaffolding (support/SEND) Stretch and challenge (Primet Push)</b> <i>How will lesson be scaffolded so all students make progress?</i> Adaptive teaching – modelling-use of visualiser</p>	<p>4. <b>Common Misconceptions</b></p>		<p>Supporting literacy skills: <b>Key vocabulary: (Tier 2 and 3 words)</b></p>																				
<p><b>Resources needed (links to PPTs, page references etc)</b></p>	<p><b>Homework:</b></p>		<p><b>Assessment (formative/summative)</b> <b>Marking opportunity (link to Overview doc)</b></p>																				

The expectation is that schemes of learning will:

- Clarify objectives and outcomes to ensure progress over time (What does progress look like in X?)
- Identify clearly the subject knowledge to be taught (disciplinary and substantive)
- Include a range of activities that allow for all students to be actively engaged in their learning (implementation).



## 2) Learning Culture

### **Rationale**

All students enjoy being effectively rewarded for their efforts, but also need clear guidelines in terms of expectations and what constitutes acceptable behaviour. The academy culture procedures support these, as well as clear and effective communication between teachers, parents, carers and students.

These procedures are based on proven research led strategies to ensure staff use routines, positive framing, narration of high expectations and rewards as the starting point for behaviour management. Strategies within this domain have been created to ensure they are consistently applied to minimise negative and disruptive behaviours that interfere with effective learning and affect the culture of the academy.

### **Behaviour routines**

A number of behaviour routines are used in the academy during lessons and every member of staff is responsible for ensuring consistency with these. Key Walkthrus have been identified within this domain but teachers may also apply other Walkthru routines in addition to this.

These routines are taught to students during induction at that the start of term and then embedded through modelling in assemblies, personal development and in lessons. When used consistently by all staff, students are aware of the expectations and this frees up cognitive load to ensure students understand and follow additional instructions accurately and more easily.

Routines reduce anxiety and stress for all students, but particularly those who have additional needs such as ASD. Routines are an absolutely vital part of everything we do. These help everybody, both staff and students in the academy, improve. They support the strongest and weakest practitioners, they maximising learning time, they make students feel safe and secure and they support behaviour management.

Further explanation and detail about the routines and expectations can be found in the Academy Culture Procedures document and the Behaviour Policy and also in the Primet Pedagogy document p9.

### **Independent Learning**

See Homework and Independent Learning Policy

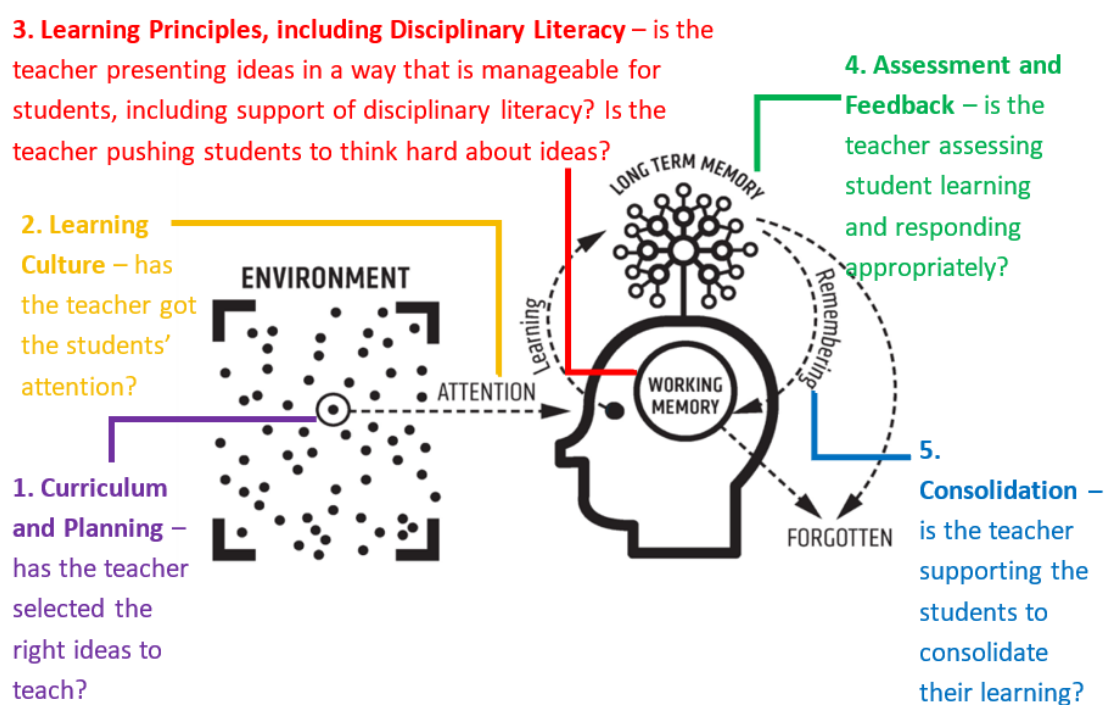


## 3a) Learning Principles

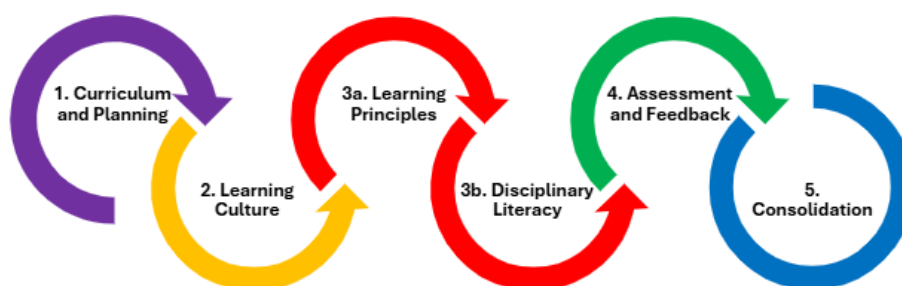
### Rationale

Our learning principles draw on a number of highly regarded pieces of evidence and approaches to teaching. We have adopted Tom Sherrington's Walkthrus to support a consistent approach to some of the everyday routines we expect to see in lessons. Walkthrus draw on Rosenshine's Principles in Action focusing on what makes effective teaching. More recently we have focused on Daniel Willingham's Learning Model which details the science behind how we learn, identifying 6 areas of learning. Drawing on this allows us to develop a simple model for teaching which we would expect to see in lessons to support students to learn more effectively. We have aligned Willingham's Learning Model with our Primet Pedagogy domains to ensure effective teaching takes place.

It is acceptable for teachers at Colne Primet Academy to use a variety of methods to plan their teaching on a day-to-day basis, however, teachers should strive to ensure that their planning considers the following domains each lesson:



Teachers are coached on the implementation of the 5 domains using the following diagnostic chain as hierarchical structure:



## 3b) Disciplinary Literacy

### **Rationale**

We challenge social inequality by ensuring we have an ambitious, inclusive curriculum which is shaped according to what our students need to know, understand and do in their future lives; excellent literacy skills with a strong emphasis on reading are a crucial part of achieving this aim. Addressing low literacy levels in year 7 through intervention strategies, ensuring a focus on reading for pleasure and then addressing disciplinary literacy through curriculum areas helps students develop strong literacy skills which further promotes good progress.

### **Disciplinary Literacy**

Curriculum Areas are responsible for ensuring that they address the literacy needs within their curriculum areas. Literacy is key to learning across all subjects and a strong predictor of outcomes in later life. All teachers receive training so they are supported in their understanding of how to teach students to read, write and communicate effectively in their subjects.

Schemes of learning require key vocabulary to be identified (Tier 2 and Tier 3) and there is a requirement to think about how this will be explicitly taught to help students access and use academic language. Key texts should also be identified in schemes of learning and reciprocal reading strategies applied to ensure texts are explicitly taught and understood.

### **Seating Plans**

Teachers are expected to have strategic seating plans which consider a range of data. Reading ages of all students are available and updated annually (unless students receive intervention and this is then updated every 6 months). Teachers are required to reflect on reading ages when devising their seating plans and in their planning.

### **Personal Development Time**

One personal development session per week is dedicated to a shared reading session. Year groups have been allocated specific texts to read based on themes (Extracts at KS4) and reciprocal reading strategies are to be used to improve students' comprehension. Teachers are expected to model these strategies and the reading process to promote reading fluency.

### **Reading for Pleasure**

Accelerated Reader is used to track and monitor students' reading habits and their progress in reading. All students are tested termly using the STAR reading tests to identify their reading ranges and from this half termly goals are set. Both English teachers, the librarian and the pastoral teams across Key Stage 3 support the monitoring of students' reading development. Incentives for meeting targets are part of this process in addition to interventions needed when students are not engaged in their reading. Visiting authors and poets support our reading for pleasure focus and opportunities to take part in book clubs, school visits etc also further inspire students to read.

### **Intervention**

From Year 7 students are tested using the NGRT reading tests to identify if reading intervention is required. There is then a model of tiered support (depending on requirements) for those students with a SAS score below 89. Students are re-tested every 6 months and intervention adjusted as necessary. There are a range of interventions to access dependent on need: Phonics, small group intervention with teaching assistants working on reading comprehension and inference skills, a web-based software programme which focuses on reading fluency and comprehension and a reading buddy scheme with Y8 and Y10 students.



Support for EAL learners is accessed via reading interventions but there may also be additional intervention needed. Some additional 1:1 support is also necessary for some students and this is provided through the SEND team.

Reading intervention is continually monitored and accessible to those students who require additional support.



## 4. Assessment and Feedback

### Rationale

#### Principles of good assessment and feedback

The Education Endowment Foundation state: Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.

They identify feedback as very high impact for very low cost, and their research evidence shows that high quality feedback can lead to an average of eight additional months' progress over the course of a year.

However, the research also shows that not all forms of assessment and feedback lead to this positive impact, and that how effective a particular type of feedback can be is dependent on a number of factors, including the ability of the learner, how motivated the learner is, the type of task being undertaken, and the learning goals set. It is therefore important to use the most appropriate methods for feedback, and to do this alongside several other components of good teaching and learning such as considered planning, clear goal setting and effective assessment.

Our approach to assessment and feedback is based on using a range of approaches that:

- Are research evidence based and shown to have impact on our students learning and progress
- Enable teachers to know what their students have (or haven't) learnt, and to adapt their curriculum plans as needed to address any gaps in learning
- Help teachers to provide specific feedback in a time-efficient manner, and benefit the students by receiving feedback at the point of learning
- Support and reduce teacher's workload by focusing on the feedback being given to students, not on the production of marking
- Encourage students to act on the feedback given, wherever possible with 'live' or real-time impact.

#### Frequency of assessment and feedback

Each of the approaches to feedback should be used over the course of a Scheme of Learning. This ensures that students are getting feedback on a regular basis and on the majority of their work.

Whereas the exact points at which each type of assessment is used will vary between subjects and topics, all students should experience:

- A summative assessment each half term (6 times per year, including their End of Year exam in the Summer term), which is likely to be in the form of a topic test or formal assessment,
- and individual feedback on a piece of deliberate practice. These tasks should be identified within a Scheme of Learning and take place approximately once in every 8-12 lessons per Scheme of Learning, based on the most suitable points in the Scheme of Learning for this to take place and will vary based on lesson frequency.



Some examples of how this may look over the course of a Scheme of Learning:

	Individual feedback task				Formative feedback	
Lesson frequency	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
1 per week	Green				Green	
2-3 per week	Green		Green	Yellow	Green	
4-5 per week	Green		Yellow	Green	Yellow	Green

### Feedback routines

Feedback should be indicated by using green pen. This includes all teacher feedback, any peer or self-marking and any notes taken during verbal feedback to the whole class. There is no need to separate by pen colour the feedback that has been given directly by the teacher and that which has been given indirectly by the teacher. Students should focus on, value and utilise all forms of feedback equally.

Lessons will contain a lot of verbal feedback to individuals, groups and the whole class which is not documented in written form in students' work. This will be evident in learning walks, lesson drop ins and student voice instead. Students should respond to this through their work which is most likely to be in their normal ink colour, but could also lead to specific improvements or DIRT work completed in red pen.

Responses to feedback, including DIRT, should be indicated by using red pen. This allows these pieces of work to be identified easily, showing where students' have demonstrated clear progress and highlighting knowledge and skills which they found challenging initially and may still need to revisit to secure.

All staff have responsibility for the development of literacy, and should take all opportunities to feedback on any literacy errors so that these can be addressed by students. In summative assessment and individual feedback, staff will use the agreed codes when assessing Spelling, Punctuation and Grammar:

**SP** though or next to a word – Spelling

**Gr** – Grammar

**P** – Punctuation

**//** or **NP** – New Paragraph

**WW** - Wrong Word used (*exc. when just incorrect*)

**?** – Unclear meaning

In formative assessment it is likely that the teacher will identify common SPaG errors and allow students to correct these as highlighted. Spelling errors must be written out 3 times underneath the piece of work and a sentence that has unclear meaning needs to be corrected.

### Formative assessment and feedback

The majority of the assessment and feedback should be happening 'live' within lessons. This enables students to respond to feedback at the point of learning, so they are not trying to revisit and make improvements at a later point, and any misconceptions are addressed there and then.

To support students' familiarity with forms of feedback, and based on the most effective approaches, our Primet Pedagogy includes five methods for formative feedback to be used consistently across all subjects.



## Method 1 - Whole-class feedback

**Step 1** - The teacher collects in and reads students' work in the form of a 'Book Look'. This should be focused on a particular lesson or task rather than all of the work completed in that topic. A sample of books should be looked at, based on either:

- Pre-planning: using a class list of seating plan to plan out sampling across the term.
- Responsive: based on how students have responded in class, taking account of any students who may have struggled or excelled in the task.

Samples must be at least 1/4 of the class and made up of the ability range within the class, a proportional gender mix, and include SEND and PP students. Sampling must be anonymous; therefore no individual written comments should be left in the books of the students sampled.

Teachers need to keep a record of which students have been sampled, so that for both sampling approaches teachers ensure that all students' work has been seen at least once a term.

While looking at the sample of books, teachers should complete a Whole Class Feedback Sheet, noting down common misconceptions, common SPAG errors, main areas to improve, main things students are doing well and any good examples of work to share with the class; this could be typed or handwritten.

The Whole Class Feedback Sheet should be stored and available for QA for each class group (Feedback folders), along with the record of which students were sampled at each date/sample point. These can be stored electronically or as paper copies but should be grouped together by class so that all the information for one class group can be viewed alongside their books during Quality Assurance activities.

Some examples of Whole Class Feedback sheets are available in the Staff Handbook on Teams.

**Step 2** – In the next lesson the teacher shares this information with the class. This could be through:

- presenting the feedback as part of the lesson PowerPoint or other resources,
- verbally sharing the written notes
- or by producing a copy of some written notes that students can glue into their books

The Whole Class Feedback sheet must not be shared publicly with students where it contains any individual students' names or details.

Feedback should then also lead to improvements, through:

- sharing examples of work identified through a visualiser, identifying the subject specific knowledge and skills that have been demonstrated or are missing, and explaining to students so that they are able to apply this to their own work.
- DIRT task(s) set for students, either for the whole class where there are common misconceptions, or this may be a range of tasks which students select the most appropriate for them based on the feedback provided.

## Method 2 – Modelling

This gives feedback and guidance before writing/a task takes place. This uses the '**I do - We do - You do**' model, providing scaffolding and support for students so they can then successfully complete a task.

This could be in the form of:

- **I do**: the teacher leading the class in deconstructing a model answer and narrating to students what makes it a high-quality answer,



- **We do:** the teacher writes a live model and guides the students as a class to complete a partially completed example,
- **You do:** and then students complete the task independently.

Another application of this model may include working through a series of the same task or problem:

- **I do:** The teacher could model their answering of the first one, narrating to students how they are approaching the question and what makes a good answer.
- **We do:** This is then followed by the teacher live modelling another answer which students contribute to OR complete some questions working in pairs or groups which are then marked as a class.
- **You do:** Then finally, students complete a similar question (or set of questions) independently.

### Method 3 - Live whole-class feedback

Using a visualiser (and/or tablet) to display and review a model answer or a student's work as a class, so that all students can see and follow the live feedback being given. Whilst going through the work the teacher points out strong elements, recommends improvements and highlights any errors.

The individual student (where a student's work is used) then improves their work immediately, and all students are able to apply this feedback in their own work which could either be in the form of feedback notes (green pen) highlighting what they have done well or should have done better, or by making direct improvements to their work (red pen) adding on to their work or making corrections.

This could be done with the whole class after a task has been completed, with students then making improvements to their work, or it can also be done while the task is being completed. This is best used when students are completing extended writing as you will have more time to sample the work of more students.

### Method 4 – Check for Understanding strategies

Throughout the lesson the teacher needs to be constantly checking for understanding and addressing misconceptions using a range of common strategies from our Primet Pedagogy routines: Show Me Boards, Think Pair Share and Cold Calling. These Walkthru strategies allow the teacher to determine what has been understood and address any misconceptions in a timely way. The strategies also ensure that students are engaged in their learning and taking an active part in the lesson.

### Method 5 – peer or self-assessment

This includes peer/self-assessment of a paragraph using criteria and/or keyword checklists. This should then be used to improve work. This helps to develop the ability to improve their own work and understand assessment criteria.

### Individual feedback provided for particular tasks

Over the course of a Scheme of Learning, students should be given opportunities to demonstrate their knowledge and skills independently. Activities designed for deliberate practice by students can then be assessed to show what each individual is confident in and where there are gaps in their learning.

Dependent on the task, success criteria may be used to provide feedback with teachers identifying which aspects of the criteria have or haven't been met.

Any written comments by the teacher should be focused on subject specific praise and what the student needs to do to improve, with feedback that leads directly to DIRT so students respond by making improvements or adding to their work to improve it.



As these are key assessment points identified in the Scheme of Learning, they should be consistent across the teaching team and allow for moderation across classes. This should be done through sampling by the Head of Curriculum and supported with opportunities for discussion in curriculum teams, which could also include moderation of this piece of work. This should also lead into evaluation of the Scheme of Learning, including whether the Scheme of Learning needs to be adapted or where intervention for any key individuals or sub-groups is needed.

### **Summative assessment and feedback**

Summative assessments take place 6 times each year, once per half term. This is most likely to be in the form of an end of topic test or a formal assessment, and includes the End of Year exams in the Summer Term.

Feedback on these assessments take the form of marks or grades that are reported back to students during lessons and included within their work, which could be through using the marking stamp. Following a summative assessment teachers will produce a feedback sheet which outlines how the students can improve. This will be bespoke to each subject and dependent on the assessment that took place. This may include question level analysis.

Planning for these assessments should also follow the Assessment Data and Reporting policy, which also includes details of how these assessment grades should be recorded and analysed, and how grades are reported to parents. It also includes details of how summative assessments should be QA'd, including use of external moderation at KS4. This should also lead into evaluation of the Scheme of Learning, including whether the Scheme of Learning needs to be adapted or where intervention for any key individuals or sub-groups is needed; and the resulting actions and impact should be recorded within the Curriculum Area CDIP.



Primet Pedagogy: Assessment and Feedback - Whole Class Feedback Sheet



<b>Class:</b>		<b>Date:</b>		<b>Lesson:</b>	
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<b>Work to Praise and Share</b>	<b>Students needing further support</b>	<b>DIRT Tasks to be set next lesson</b>
<b>Basic Skills Errors</b>	<b>Spelling Errors</b>	<b>Common misconceptions to address / reteach</b>
<b>Presentation (including DUMTUMS)</b>	<b>PRIMET Positives to be awarded</b>	<b>Things to revisit / include in future assessments</b>



## 5) Consolidation and Independent Learning

### **Rationale**

SOLs and lessons can sometimes have separate and often seemingly unrelated goals. We need to ensure that students know how these separate learning goals are related. We also want to encourage students to commit new skills and knowledge to long-term memory. Consolidation is an overarching strategy that includes the use of other strategies such as summarising, synthesising, revision and questioning to achieve this. One of the goals of consolidation is to capture all previous learning in an activity so that both teachers and students can identify and address any learning gaps. Consolidation is often one of the final activities before moving on to the next topic or it may immediately precede a final assessment.

### **Strategies**

Consolidation is a blended mix of strategies such as modelling, questioning, feedback, deliberate practice, a range of metacognitive skills, scaffolding, chunking, revision, summarising and synthesising. Consolidation can simply be a few minutes at the end of an activity or a whole lesson at the end of a unit of work or topic. Teachers must ensure check for understanding strategies are used to identify and addressing learning gaps.

### **Knowledge organisers**

Another strategy to aid students' consolidation of a topic is the use of knowledge organisers. These are used by curriculum areas to ensure all the knowledge and skills covered in that topic are available to students in an overview style format. Knowledge organisers across curriculum areas follow a similar format to ensure students can navigate them readily. Knowledge organisers might be used in class, in form time as independent learning and for home learning tasks and revision.

### **Independent Learning**

Through PD time and assemblies, students are taught about the learning model and how they learn. Having a good understanding of how they learn, means students are more likely to engage in classroom activities and study tasks in a way that helps them to succeed. In addition to this they are also taught a range of discrete study skills which they can use to support their independent learning. These include:

- Flashcards
- Mind Maps
- Self-Quizzing
- Brain Dump

Curriculum Areas incorporate these study skills into their SOL to ensure students can consolidate their learning in a range of ways, supporting them to prepare for summative assessments.



## Monitoring teaching and learning

Teaching staff are expected to adopt the Primet Pedagogy Principles in their classrooms whilst also incorporating their own subject specific pedagogy to ensure the highest standards and therefore outcomes for the students. To support our teaching practice and ensure we embed Primet Pedagogy, we have a coaching structure. Coaches are mainly middle leaders and SLT and coaching cycles run half termly with opportunities for observation and feedback twice per term. This ensures we have a system of regular development which sees typicality rather than “one-off” pre-planned lesson. This process is also supported by use of video in lessons through Iris and both coaches and coachees have access to coaching pathways which contain a range of resources to guide improvements in teaching practice. The coaching programme draws on a range of research, specifically Willingham’s Learning Model and Rosenshine Principles. Both of these pieces of research inform the strategies suggested for implementation in the form of WalkThrus.

All coaching monitoring is stored in Pathways on the Iris platform.

The annual monitoring of Teaching and Learning includes:

- Coaching cycles one per half term – includes 1 drop-in and 1 use of video.
- QoE Trust QA x 2 per year
- Weekly learning walks (HOCs/SLT/LPs)
- Work scrutiny
- Data capture entries
- Student voice

There may be instances where additional monitoring is required, such as where a teacher is identified as not meeting teacher standards or where a teacher is newly qualified. For further information please see PET Teacher Appraisal Policy.

## Support for teachers and CPD

Staff are supported in improving their teaching in the following ways:

Coaching cycles (see above) also see Coaching Handbook – Responsive Coaching

External courses when necessary - CPD is both internal and external where necessary.

The internal programme is designed at the start of the year in relation to the ADIP/CDIPs and QA feedback. It may change as the year progresses in order to react to the needs of staff and students at the time.

Internal experts (Lead Practitioners) are identified and asked to deliver internal CPD in whole academy sessions. In addition, all colleagues are invited to share practice in sessions where appropriate and where strong practice can be shared. Curriculum Areas also have the opportunity to access support from external agencies when required. Colleagues receive CPD through:

- Observing good practice from colleagues
- Regular Curriculum Meetings
- Coaching
- Internal/external sessions

The impact of CPD is evaluated after every session

