Shining Light: Inspiring Excellence
in Every Classroom

TEACHING AND LEARNING MANUAL

Update: April 2025

Brightwalton C of E Primary School

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Teaching and Learning Manual

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Introduction

Purpose of the Manual

This manual serves as a comprehensive guide for teachers and teaching assistants to deliver high-quality education underpinned by the school vision and values. It is not intended to be read cover to cover, moreover it should be used as a reference guide to dip in and out of sections when guidance is required.

Teachers will be the drivers of action; however, teaching assistants play an integral part in enabling learning in our classrooms and as such will be integral to the delivery of best practice teaching and learning.

This manual outlines our core teaching principles, strategies for effective learning, and directs to resources to support professional growth and pupil success.

This manual has been underpinned by the school's vision and values. It delivers a direction of intent to ensure that each and every pupils need is met through evidence based, best practice. It additionally reflects the need for teachers work/life balance to be maintained. This manual is a working document that will evolve and change overtime to reflect potential new evidence and collaborative input of the Brightwalton community.

School Vision: "Shining Light"

At Brightwalton Primary School, our vision of "Shining Light" symbolises our commitment to illuminating every pupil's potential through excellent education. This manual supports our teachers in creating an environment where every lesson is an opportunity for pupils to shine brightly.

"…let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

Matthew 5:16

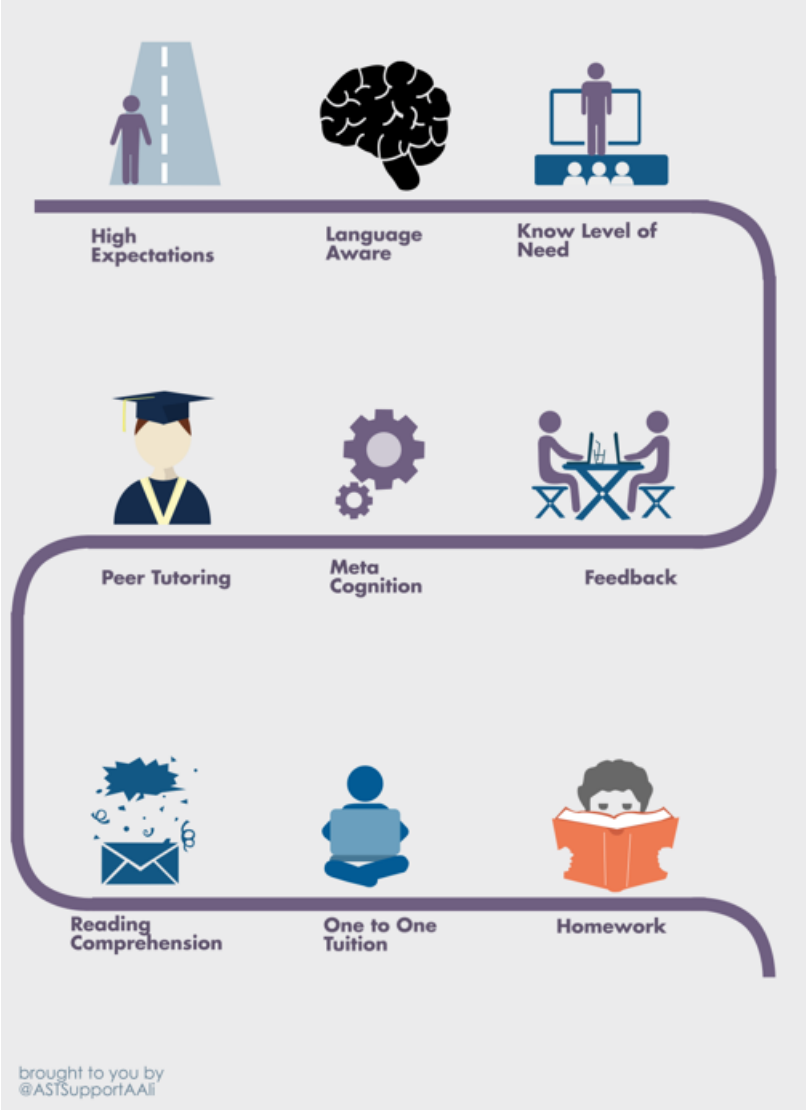
School Values

Service Perseverance Wisdom Friendship Trust

Quality First Teaching

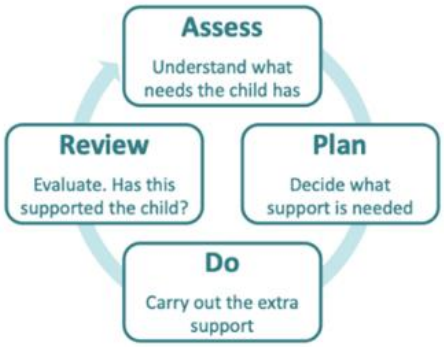
Overview

Quality First Teaching (QFT) refers to the high-quality teaching that is the cornerstone of effective classroom practice. It ensures that all pupils receive well-planned, engaging instruction tailored to their diverse needs. QFT is characterised by:



- **Planning for QFT**: determine your **intent** (based on evidence of starting point of learning journey)**, Implementation** (how will you enable learning? How will you differentiate and scaffold support to meet need of every child) and the expected **Impact**.
- **High Expectations**: setting ambitious goals for all pupils from their starting point.

- **Engaging Methods**: using evidence based, varied and interactive teaching techniques to maintain pupil interests. Consider when and whether 'teacher talk is necessary', whether pupils are active in their learning experience.
- **Inclusive Practice**: differentiating instruction to cater to diverse learning needs through **flexible grouping** and **use of technology** (when needed).
- **Graduated response to meeting need for all pupils**: assess, plan, do, review will underpin all practice.



What is Expected?

- **Subject knowledge and pedagogy that moves learning on.**
- **Clear evidence of Intent, Implementation and Impact of delivery of learning.**

Pedagogy

effective pedagogy involves using research-based teaching methods to deliver content in a way that maximises pupil understanding and engagement.

Knowledge-Rich Curriculum: emphasise teaching that imparts powerful, transformative knowledge, giving pupils tools to think and act independently.

Curriculum Leadership: Teachers on the Upper Pay Scale (UPS) are expected to lead in driving mastery in their subjects, evidencing and sharing best practice, and providing resources for both pupils and parents. This includes leading professional development cycles, mentoring colleagues, and contributing significantly to the school's overall improvement in teaching standards. Teachers who are not on the UPS scale may have similar responsibilities but school will adjust expectations or increase support and resources appropriate to the teacher.

Practice will be driven by evidence of what works. Implement strategies that are proven to work, as outlined by EEF research. This includes using formative assessment to guide instruction and tailoring interventions to individual needs.

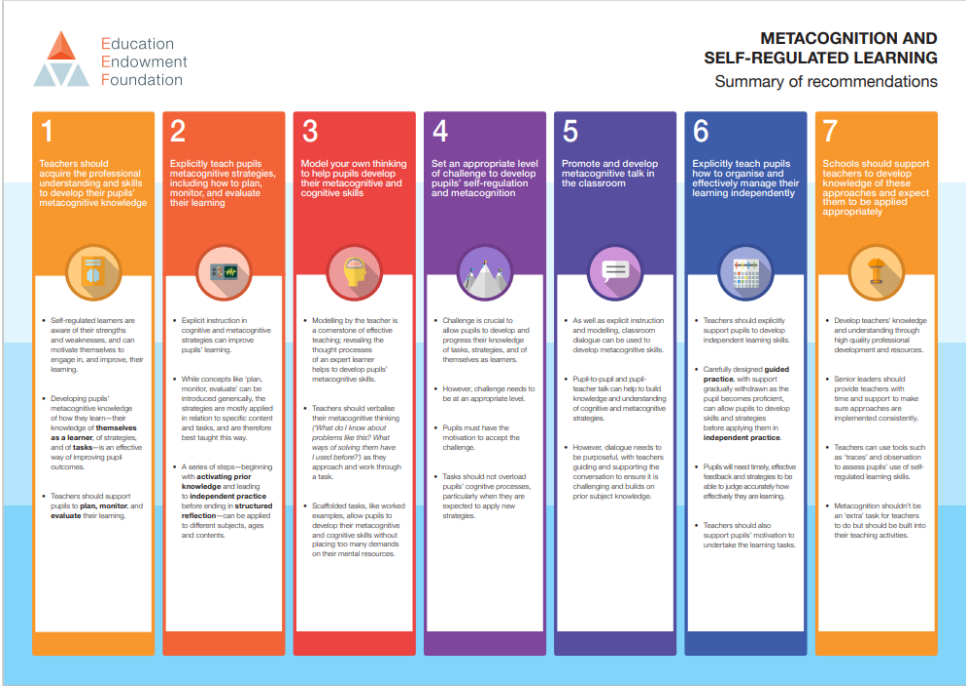
Subject Knowledge: possess an understanding of subject areas taught, consider links to the school's vision and values and continually update your knowledge to incorporate the latest developments and teaching strategies. Depth of knowledge enables teachers to present information clearly and confidently, and to anticipate and address pupil misconceptions.

Resilience and Independence

Teachers will encourage pupils to be active participants in their learning journey, develop resilience by creating a supportive learning environment where they can take risks, learn from mistakes, and persist through challenges.

Building Resilience: Include strategies such as setting high expectations, providing opportunities for independent learning, promoting self-regulation and metacognition, and celebrating effort and perseverance.

Metacognition and self-regulated learning: [Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf (d2tic4wvo1iusb.cloudfront.net)]



Stretch and Challenge

Provide appropriate levels of challenge to all pupils, planning carefully to encourage pupils to push beyond their comfort zones and achieve higher levels of understanding and skill.

Differentiation Techniques: Use questioning, scaffolding, and extension activities to cater to varying levels of ability and encourage deeper thinking.

Assessment to determine appropriate level of support and scaffolding to enable pupil to meet potential:

Stage	Description	Teacher's Role	Support Examples
Universal	Quality First Teaching for all pupils.	Scaffold and differentiate instruction within the classroom to meet diverse needs.	Use of visual aids, differentiated tasks, and inclusive teaching strategies. Chunked/ stepped instructions.

Stage	Description	Teacher's Role	Support Examples
Targeted	Additional support for pupils who need more than universal QFT.	Identify pupils needing extra help and implement targeted interventions.	Small group work, targeted in-class support, and catch-up sessions.
Specialist	Intensive, individualised support for pupils with significant needs.	Collaborate with SENDCo and external specialists to design individualised support plans.	tailored support (SAP), specialised resources, and tailored programmes.

Assessment and Feedback

Assessment, "…the process of doing something in order to find something out and then doing something as a result of having that information" and that essentially "assessment is a set of tools, not an end in itself"

(Sealy, 2022).

Formative and Summative Assessment

Deliver clear, constructive feedback that helps pupils understand their progress and how to improve. Effective marking practices should be consistent and purposeful, supporting ongoing learning.

Utilise both formative (ongoing) and summative (final) assessments to monitor and support pupil learning.

Assessment Techniques: Use various methods, such as quizzes, projects, and observations, to assess understanding and progress.

Assessment Cycles: Implement a graduated response to needs by regularly assessing, planning, delivering, and reviewing interventions. Align formal assessment points with pupil progress and performance development cycles.

Gap Analysis: Identify knowledge gaps, determine next steps, and tailor planning to meet pupil learning needs.

Marking and Feedback (see policy in resource/reference section)

Ensure marking is consistent, constructive, and adds value to pupil learning.

Marking Protocols: Apply evidence-based marking that includes positive reinforcement, constructive criticism, and clear next steps. Ensure marking is meaningful and supports progress.

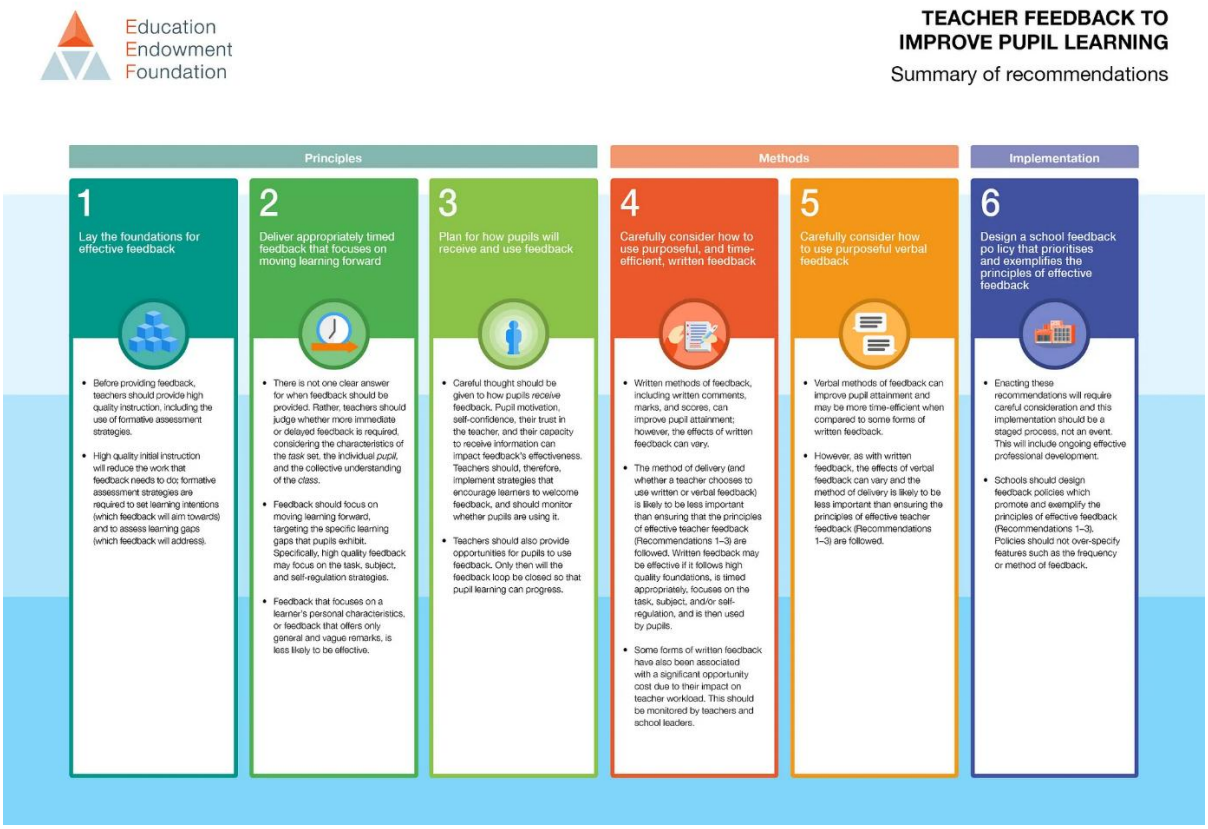
Strategic Marking: Mark strategically to ensure it is motivating and value-added. Provide minimal written feedback only if you have worked directly with the child, summarising discussions and next steps.

Daily Assessment Summary: At the end of each day, compile a summary (one A4 page) outlining specific actions for future lessons, such as interventions or group changes. Use a symbol in pupils' books to indicate they are featured in the summary, prompting them to seek feedback.

Effective Feedback: Implement both formative and summative assessments, with timely, specific feedback that guides pupil improvement. **Audit yourself using the audit at the back of this manual** (Page ** resource/ reference section)**.**

Summary of Recommendations for Effective Feedback EEF:

Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk)



Appropriate Use of Summative and Formative Assessment

Understanding the difference between summative and formative assessments is crucial for effective teaching.

- **Summative Assessment**: This type of assessment occurs after a block of work, such as a term or academic year, and evaluates overall learning. It serves as an assessment *of* learning.
- **Formative Assessment**: Conducted during daily instruction, formative assessments help gauge students' understanding in real time. These assessments are used *for* learning, allowing teachers to diagnose and address learning difficulties immediately, adapting instruction to meet students' needs.
- **Graduated response to meeting need**: assessment should underpin your response to meeting need of all pupils, drive your planning and next steps. How do you children measure against curriculum expectations and skills required.
- **Curriculum Adaptation and Enhancement**
    - **Key to School Improvement**: Adapt curriculum to address lost classroom time, based on diagnostic assessments and teacher insights.
    - **Targeted Support**: Focus on student progress by reinforcing strengths and addressing gaps.
    - **Ongoing Process**: Ensure adaptations are agile and responsive to students' needs.
    - **Cross-Curricular Reinforcement**: Integrate key skills across subjects, like using music lessons to enhance reading fluency.

Seek out opportunity to develop literacy and numeracy opportunities across all subjects

Literacy and numeracy are foundational skills that underpin all areas of learning. Our approach integrates these skills across the curriculum.

Integrated Literacy and Numeracy: Use subject-specific content to reinforce these core skills, promoting fluency and understanding in all areas.

A Love of Reading: reading is a lifelong tool to enable independent learning. Children will be encouraged to read for pleasure and learning enrichment.

A Love of Number: children will be supported to explore, create and make mistakes that help develop lifelong access to mathematical thinking that will extend beyond explicit teaching.

Supporting Every Learner

How do we support every pupil meet their potential?

Our practice supports our commitment to inclusive education that ensures every pupil, regardless of their background or ability, meets their potential and has access to quality learning experiences.

As part of our commitment to our school vision as teachers you will encourage children to adopt practice where learners support each other, create an environment that fosters ongoing learning opportunities, embraces opportunity from mistakes made and thinking that enables discussion that develops independent learners who can take charge of their learning journey, shine their light.

As a guide teachers and senior leaders can use this checklist on the next page to embrace a commitment to ongoing improvements to practice.

Conditions for Inclusive Classroom Practices	Details	Comments	Next steps
Teacher Attitudes and Capabilities	- Positive attitudes towards pupils with special needs - Ability to foster social relationships and manage classroom differences - Willingness to address and embrace diversity and inclusion – evidence of classroom interaction being underpinned by		
Skills and Resources	- Broad range of skills, evidence-based expertise, and knowledge - Appropriate pedagogical approaches, teaching methods, materials, and sufficient time		
Support Systems	- Support from inside and outside the school - leadership from head teachers, school external professionals, communities, and CPD – Collaboration between agencies and parents		
Governors Role	- Strategic oversite and clear advocacy for inclusion – Facilitating adequate conditions and flexible resource usage, supporting school leaders operational decisions to embed a graduated		

Conditions for Inclusive Classroom Practices	Details	Comments	Next steps
	response to need and equitable distribution of resources.		

Effective Classroom Practices	Details	Comments	Next steps
Co-operative Teaching	- Collaboration with colleagues and external professionals - Support from within and outside the school		
Co-operative Learning	- Peer tutoring or co-operative learning benefits cognitive and social-emotional development - Pupils benefit from helping each other in flexible groupings		
Collaborative Problem-Solving	- Solution focus interactions, collaborative management of finite resources and equitable distribution of resources based on need, systematic approaches to managing undesired behaviour - Clear class rules linked to whole school rules, agreed upon by pupils, and appropriate incentives		
Inclusive and responsive Grouping	- Inclusive and responsive grouping reflecting data analysis, pupil grouping and differentiated approaches, scaffolds that underpin and enable independence or the road to independent learning - Targeted goals, alternative learning paths, flexible instruction, plans that reflect a graduated response to need.		
Effective Teaching	- Inclusive practices within an overall effective school/teaching approach - Based on assessment, high expectations, direct instruction, and feedback - Systematic monitoring, assessment, planning, and evaluation - Adaptable		

Effective Classroom Practices	Details	Comments	Next steps
	curriculum with support through a Support Achievement Plan (SAP).		
Scaffolding and Differentiation	Making reasonable adjustments to support each child to meet their potential from their starting point. Tailor teaching strategies to meet diverse needs, using varied instructional methods and resources. Making reasonable and purposeful adaptations to allow access to the curriculum appropriate to the needs of the child.	-	-

Special Educational Needs and Disabilities (SEND) Overview

"If you get it right for children with SEND, you get it right for every child."

Teachers and teaching assistants should address SEND through a *graduated response*, ensuring tailored support through reasonable adjustments. The class teacher holds primary responsibility. Teachers and Teaching Assistants should work collaboratively to identify and develop support plans. For supporting and advocating children with SEND, make use of available resources and escalate to the SENCo or external professionals when appropriate. This aligns with our school's vision, inspired by Matthew 5:16, to let every child's light shine.

Legal Framework

The **Children and Families Act 2014** and the **SEND Code of Practice (2015)** provide the legal foundation for SEND provision. These frameworks highlight the teacher's role in addressing SEND, supported by the SENCo and external professionals as needed. Key principles include early identification, high-quality provision, and strong partnerships with families, ensuring every pupil can let their light shine.

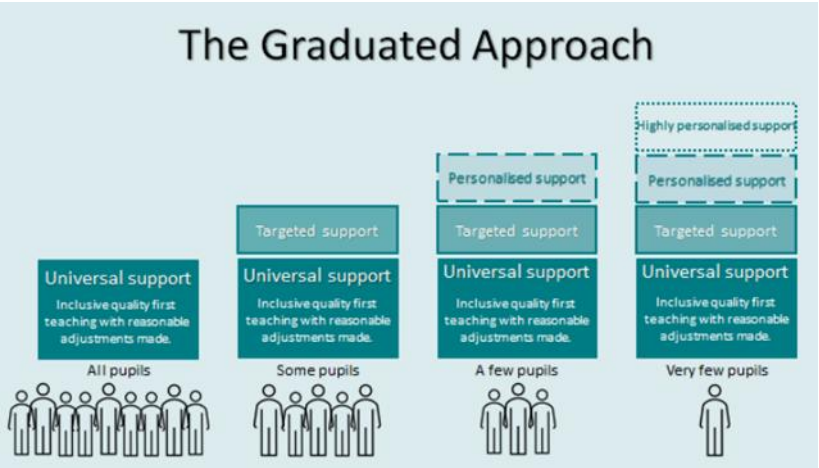
Key Principles

Participation: Involving children, young people, and their families in educational decisions ensures they are active participants in their learning journey, reflecting our vision to let their light shine.

Outcomes: We are committed to achieving the best educational, social, and emotional outcomes for pupils with SEND, helping them to grow and shine in both personal and academic aspects of their lives.

Inclusive Practice: Our inclusive practices ensure that all pupils, including those with SEND, access a broad and balanced curriculum alongside their peers, allowing every child to let their light shine in the classroom and beyond.

Meeting needs of all pupils is underpinned by a Graduated Response/ Approach:



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Our approach follows the *Graduated Response*, ensuring that all pupils receive the appropriate support through a continuous cycle of assessment, planning, implementation, and review. This process embodies our commitment to nurturing the light within each child.

Quality First Teaching (QFT):

- High-quality, inclusive teaching tailored to all pupils.
- Teachers are responsible for the progress and development of all pupils, including those with SEND, ensuring every child has the opportunity to shine.
- Classroom strategies and adjustments ensure full curriculum access.

Targeted Support:

- For pupils needing additional help, targeted interventions such as small group work or one-to-one support are provided.
- Regular monitoring ensures interventions are effective, allowing pupils to continue shining brightly.

Specialist Support:

- When further expertise is needed, external specialists are involved to provide tailored support.
- In some cases, an Education, Health, and Care Plan (EHCP) may be required to provide additional resources and support, ensuring each pupil can shine in all areas of development.

Individualised Support Plans

Pupils with SEND have an SAPs **, outlining their specific needs, targets, and support. These plans are developed collaboratively with parents, pupils, and professionals, ensuring a holistic approach that nurtures the child's growth and allows their light to shine brightly.

Parent Collaboration and Partnership

Engagement with parents is crucial in supporting pupils with SEND.

Regular Communication: Maintain open communication with parents through meetings, reports, and updates, ensuring transparency in how their child's light is being nurtured.

Involvement in Planning: Involve parents in planning and reviewing their child's support, ensuring their perspectives are included.

Workshops and Resources: Provide workshops and resources to help parents support their child's learning at home, further enabling their child's light to shine.

Monitoring and Review

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The effectiveness of our SEND provision is regularly monitored by the Senior Leadership Team (SLT) and SENCo. Pupil progress data is used to ensure interventions help pupils achieve their full potential, allowing their light to shine as brightly as possible.

Professional Development

Ongoing professional development ensures staff are equipped to support pupils with SEND effectively, creating an environment where every child can shine, regardless of their individual challenges.

Supporting Greater Depth Learners

Teachers are also responsible for supporting pupils with greater depth potential by recognising their abilities and providing opportunities for deeper learning. It is crucial to recognise that pupils may have potential in one specific area or in a range of areas.

Assessment:

- Use assessments to identify pupils with a deeper understanding of the curriculum.
- Consider input from parents and observations, ensuring each child's potential to shine is recognised.

Differentiation in Planning:

- Set personalised, challenging learning objectives.
- Use Bloom's Taxonomy to encourage higher-order thinking.

Classroom Strategies:

- Implement problem-based learning, higher-order questioning, and independent research projects to let each child's light shine brightly.

Enrichment Opportunities:

- Encourage cross-curricular learning and provide access to advanced resources, allowing greater depth learners to shine across multiple disciplines.

Peer Collaboration and Leadership:

- Facilitate peer teaching, mentoring, and collaborative learning, empowering pupils to shine as leaders.

Regular Feedback and Reflection:

- Provide constructive feedback and encourage self-reflection, helping pupils to recognise their progress and continue shining.

Creating a Growth Mindset:

- Encourage intellectual risk-taking and promote lifelong learning, ensuring each pupil's light continues to shine brightly throughout their educational journey.

Ensuring Ambition for Passive Learners and Middle Attainers

To ensure that all pupils, including passive learners and middle attainers, are not overlooked and receive the same level of ambition to reach their potential, the following strategies should be implemented:

Active Engagement Strategies

Passive learners often require more deliberate strategies to engage them actively in the learning process.

Targeted Questioning: Use a range of questioning techniques to involve passive learners in class discussions. Direct questions to these pupils to encourage participation and ensure they are not "hiding" in the background. Incorporate open-ended questions that promote critical thinking and deeper engagement.

Collaborative Learning: Group passive learners with peers who demonstrate higher engagement. Structured group tasks encourage collaboration and provide opportunities for passive learners to contribute meaningfully. Roles within groups can be rotated to ensure every pupil takes an active part.

Personalised Learning Goals: Set specific, measurable goals for passive learners to help them stay focused and motivated. Regularly review these goals with the pupils to maintain accountability and celebrate their progress.

Challenging Middle Attainers

Middle attainers must be provided with the same ambitious goals as their peers to ensure they reach their full potential.

High Expectations: Clearly communicate high expectations for all pupils, including middle attainers. Ensure that they understand that they are capable of achieving excellence.

Stretch and Challenge: Differentiate tasks to include higher-order thinking activities that challenge middle attainers to move beyond basic understanding. Use scaffolding to gradually increase the complexity of tasks as pupils demonstrate readiness.

Enrichment Opportunities: Provide opportunities for middle attainers to explore topics in greater depth through enrichment activities, such as extension projects or problem-solving tasks that require them to apply their knowledge in new contexts.

Use of Formative Assessment

Assessment plays a crucial role in identifying the needs of passive learners and middle attainers, ensuring they are on a learning journey that allows them to progress and thrive.

Ongoing Assessment: Regular formative assessments should be used to monitor the progress of all pupils. This includes low-stakes quizzes, observations, and in-class activities that provide immediate feedback on understanding.

Learning Journeys: Develop individual learning journeys for each pupil, mapping out their progress and setting clear milestones. This ensures that every child is on track to meet or exceed their potential.

Data-Driven Decisions: Use assessment data to identify pupils who may be coasting or underperforming. Tailor interventions to address gaps in knowledge or engagement, ensuring that no child is left behind.

Personalised Feedback

Provide personalised, constructive feedback that focuses on the next steps in learning. Feedback should be clear, actionable, and designed to motivate pupils to improve and take ownership of their learning.

Regular Reviews: Schedule regular reviews of progress with pupils, focusing on their personal targets. Involve them in discussions about their learning journey to help them understand their strengths and areas for development.

Inclusive Classroom Environment

Foster an inclusive classroom environment where every pupil feels valued and motivated to achieve their best.

Encourage a Growth Mindset: Promote a culture where effort and persistence are recognised and rewarded. Teach pupils that abilities can be developed through hard work and dedication, helping to combat complacency.

Peer Support: Implement peer mentoring or buddy systems where more confident pupils can support passive learners and middle attainers, fostering a sense of community and shared responsibility for learning.

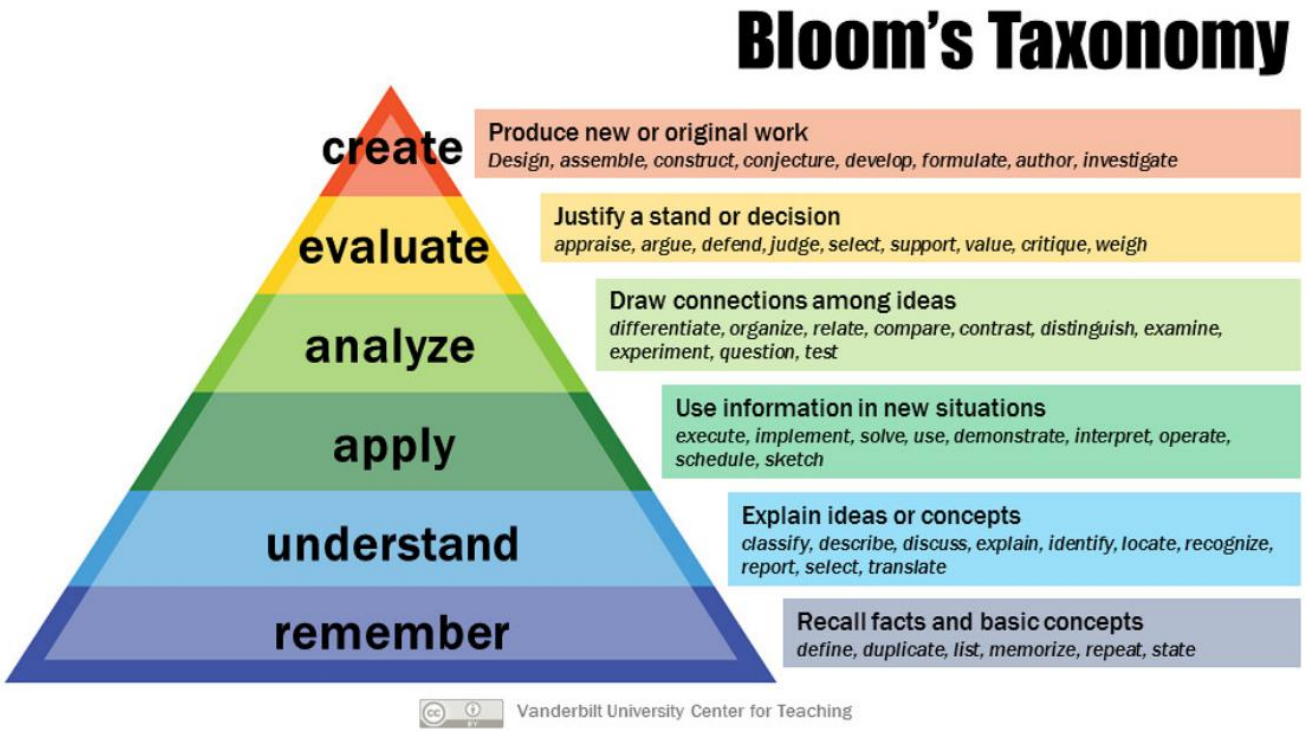
Monitoring and Adjusting Teaching Strategies

- **Regular Monitoring:** Continuously monitor the effectiveness of teaching strategies for passive learners and middle attainers. Adjust approaches as necessary to ensure that all pupils are making progress.
- **Reflective Practice:** Engage in reflective practice to assess the impact of your teaching on all pupils, particularly those who may be at risk of underachievement.

Final Note: No Child Left Behind

Assessment and teaching strategies should be designed with the principle that **no child is left behind**. By actively engaging passive learners, challenging middle attainers, providing appropriate and timely response, using data-driven assessments, teachers can ensure that all pupils are supported on their learning journey and are given every opportunity to meet and exceed their potential.

This approach is consistent with the school's vision and values, ensuring that every child has the chance to "let their light shine."



By following these practices, we aim to create an inclusive environment where every pupil, including those with SEND and those with greater depth potential, can let their light shine and achieve their full potential, in line with our school's vision inspired by Matthew 5:16.

Further Reading:

- SEND Code of Practice 2015
- Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)
- Bloom's Taxonomy in Teaching

Professional Responsibilities

At Brightwalton Primary School, we are dedicated to upholding the highest professional standards to ensure a safe and inclusive environment where every pupil has the right to learn and be safe. This commitment is guided by core educational standards and key legislative frameworks and Teaching Standards: for full guidance see Teachers' Standards guidance (publishing.service.gov.uk) or refer to overview in resources/ reference section.

Core Professional Standards

High Expectations: Teachers are expected to set ambitious targets, fostering an environment of high achievement and growth.

Curriculum Mastery: Strong subject knowledge and delivery of an engaging, inclusive, and challenging curriculum are essential.

Planning and Instruction: Lessons should be well-planned, structured, and tailored to meet the diverse needs of all pupils.

Adaptability and Inclusion: Teaching approaches must be flexible to meet individual learning needs, including those with SEND.

Assessment and Feedback: Regular, formative assessments should guide instruction and provide actionable feedback to support pupil progress.

Behaviour Management: Establish a positive, safe, and stimulating learning environment with clear behavioural expectations.

Collaboration and Professional Development: Build strong partnerships with colleagues, parents, and the community, and commit to ongoing professional learning.

Keeping Children Safe in Education: Keeping up to date with professional responsibility and principles around safeguarding.

Legal and Ethical Frameworks to support understanding of duty

- **SEND Code of Practice**: Follow the SEND Code of Practice, using a graduated response (assess, plan, do, review) to meet individual needs and promote inclusive education.
- **Children and Families Act 2014**: Make reasonable adjustments and use best endeavours to support pupils with SEND in a mainstream setting wherever possible.
- **Equality Act 2010**: Eliminate discrimination, advance equality, and provide reasonable adjustments to ensure all pupils have equal access to learning.
- **Keeping Children Safe in Education (KCSIE) 2024**: Follow KCSIE guidance to safeguard pupils, including regular staff training, robust reporting protocols, and promoting online safety.
- **Berkshire West Safeguarding Children Partnership**: Adhere to the West Berkshire Threshold Guidance for safeguarding children.

Relevant Legal Frameworks

- **Education Act 1996**: Ensure the education of other pupils is not compromised by disruptive behaviour.

- **SEND Code of Practice**: Provide support through reasonable adjustments, but consider whether the school can meet the needs when behaviour is persistent and compromises the learning environment.
- **Equality Act 2010**: Make reasonable adjustments while ensuring the safety and rights of other pupils.
- **Health and Safety at Work Act 1974**: The school must protect the health, safety, and welfare of its employees

Related Teaching and Learning Policies/Agreements to be adhere to:

SEND Policy (see resource/ reference section for draft SEND Policy).

Teachers are responsible for meeting the needs of all pupils. They should follow a graduated response, making reasonable adjustments to support children requiring additional help. Teachers should seek support from the SENCo when needed, recognising the SENCo's role as supportive to their teaching duties.

Behaviour Policy

Teachers will use best endeavours to ensure respectful behaviour, maintaining a safe learning environment. Consistent behaviour strategies should be applied across classrooms, with a focus on routines, relationships, and responses that foster a positive learning atmosphere.

Brightwalton Home/ School agreement

see appendix section below

Homework Policy – to be reviewed

Homework should reinforce classroom learning, support skill development, and encourage independent study.

- **Homework Guidelines**: Ensure tasks are meaningful, manageable, and aligned with learning objectives.
- **Planning and Prep**: Design homework to support prior learning, with appropriate scaffolding to ensure positive experiences at home. Use the website and WEDUC for effective communication with parents.

Commitment to Every Child's Right to Learn and be Safe

'be Ready, be Safe, be Respectful'

At Brightwalton Primary School, teachers will uphold every child's:

- **Right to Learn**:
  - Ensure all pupils have access to high-quality education, regardless of background or needs.
  - Use best endeavours and make reasonable adjustments to remove barriers to learning and participation.
- **Right to Be Safe**:
  - Maintain a safe, respectful, and supportive environment where all pupils feel valued and protected.
  - Follow school and national safeguarding protocols to ensure pupils' physical and emotional well-being.

Teachers will honour their statutory duty to advocate for the learning of their pupils in a safe, engaging and purposeful environment.

Continuous Professional Development (CPD)

Induction and Ongoing Training

New staff undergo a comprehensive induction, including mentorship and familiarisation with our teaching philosophy.

Induction Programmes: Introduce new teachers to school policies, expectations, and support systems.

Coaching and Mentoring

Support teachers' professional growth through coaching and mentoring, promoting continuous improvement.

Coaching Models: Employ peer coaching, learning walks, and reflective sessions to enhance teaching effectiveness.

Professional Learning Communities (PLCs)

Foster collaboration through PLCs, where teachers share best practices and explore new strategies.

PLCs and Collaboration: Hold regular meetings to discuss pedagogical approaches, classroom management, and pupil engagement.

Pupil Progress Meetings and Performance Development

Provide professional development opportunities that empower teachers to identify and drive forward best practices in teaching.

Hold meetings to address needs as part of the school's graduated response, linked to assessment and feedback cycles.

Reflective Practice and Evaluation

Encourage regular self-evaluation and peer review to improve teaching methods.

Reflective Practices: Use teaching journals, video analysis, and peer observations to enhance instructional methods. Focus on continuous improvement in teaching and learning to meet pupils' needs.

Data-Driven Decisions: Use assessment data to inform and adjust teaching strategies, ensuring targeted interventions.

Expectations for Classroom and School Environment

At Brightwalton Primary School, we believe the physical environment is integral to the educational experience and overall development of our pupils. Our commitment to providing a nurturing, tidy, inclusive, and stimulating environment extends throughout the school. This section outlines the expectations for teachers in maintaining and enhancing both classroom and school environments.

Creating an Effective Classroom Environment

Teachers are responsible for designing and maintaining a classroom that supports the diverse needs of our learners. Key expectations include:

Organisation and Accessibility

- **Layout**: Arrange the classroom to allow easy movement and access for all pupils, including those with SEND.
- **Learning Tools**: Ensure essential resources are within reach and accessible to all pupils.

Inclusive and Stimulating Displays

- **Educational Displays**: Keep displays current, relevant, and aligned with the curriculum, showcasing pupil work and supporting the learning process.
- **Inclusive Content**: Reflect the diversity of the pupil body and promote values of inclusion and respect in displays.

Classroom Ambience

- **Welcoming Atmosphere**: Maintain a clean, clutter-free, well-lit, and ventilated classroom.
- **Positive Behaviour**: Foster a classroom culture that promotes mutual respect, kindness, and community.

Resource Management

- **Equipment Care**: Ensure all materials are in good condition, used responsibly, and stored properly.
- **Sustainability**: Promote sustainable practices, such as recycling and energy-saving.

Safe and Healthy Space

- **Health and Safety**: Adhere to health and safety guidelines, conduct regular checks, and ensure clear protocols are in place for emergencies.

See classroom audit checklist at the back of this manual.

Best Practices for an Enabling Environment

Regular Reviews: Update classroom and school displays regularly to keep the environment dynamic and relevant.

Student Engagement: Seek pupil feedback on their learning environment and adjust as needed. Stay informed on best practices through professional development.

Promoting Autonomy: Encourage pupils to take an active role in organising and caring for their classroom.

Celebrating Success: Use the environment to celebrate student successes with displays and recognition boards.

By following these guidelines, teachers at Brightwalton Primary School create a positive, inclusive environment where all pupils can thrive, reflecting our core vision of "Shining Light" for every learner.

Contributing to the School Environment

Maintaining a conducive learning environment is a shared responsibility that extends to all communal areas within the school. Teachers and teaching assistants play a key role in ensuring these spaces are orderly, tidy, engaging, and supportive of pupil development. Here are the expectations for shared school environments:

Shared Learning Spaces

Hallways and Common Areas: Ensure corridors and shared spaces are free of obstructions and decorated with displays that celebrate pupil achievements and promote school values.

Library and Resource Areas: Keep these spaces organised and inviting, with resources easily accessible to pupils.

Displays and Visuals

Updating Displays: Regularly refresh displays in hallways, the assembly hall, and other shared spaces to reflect current learning themes, school events, and pupil work.

Interactive Displays: Incorporate elements that engage pupils and encourage their participation.

Equipment and Facilities:

Shared Equipment: Ensure proper use, storage, and return of shared equipment. Report any damages promptly.

Outdoor Areas: Supervise and encourage respectful use of outdoor spaces and playgrounds.

Supporting Pupil Development:

Access to Resources: Ensure pupils can easily access tools and resources that support their academic and social development.

Encouraging Independence: Provide opportunities for pupils to manage their learning environment, such as setting up learning stations or helping with classroom organisation.

Collaborative Maintenance:

Team Responsibility: Work together to maintain tidy and well-kept communal areas.

Pupil Involvement: Involve pupils in maintaining their learning environment to foster responsibility and pride.

Best Practices for an Effective Learning Environment

Regular Reviews and Updates:

Regularly evaluate and update classroom and school display to keep the environment dynamic and relevant.

Pupil Engagement:

Seek pupil feedback on their learning environment and adjust as needed.

Engage in professional development to stay informed about best practices in classroom and school environment management.

Promoting Autonomy:

Encourage pupils to actively organise and care for their classroom, fostering independence and ownership.

Celebrating Success:

Use the environment to celebrate pupil successes through displays, achievement boards, or other visual recognitions.

By maintaining a well-organised and thoughtfully arranged environment, teachers at Brightwalton Primary School support their pupils' academic, social, and emotional growth, in line with our core vision of "Shining Light" for every learner.

**

** ordinary available**

https://www.wigan.gov.uk/Docs/PDF/Business/Professionals/SEN/Graduated-Approach/Early-Years-Ordinary-Available-Provision-in-Wigan.pdf

https://www.wigan.gov.uk/Docs/PDF/Resident/Education/Special-Educational-Needs/Local-offer/Ordinarily-Available-Inclusive-Practice.pdf

https://www.lancashire.gov.uk/media/934548/teaching-and-learning-toolkit-ordinarily-available-provision.pdf

– currently ordinary available is being considered by LA and awaiting implementation.

** add in stepped process in school for waves

Provision_for_Children_and_Young_People_with_SEND_in_WB_Schools

**** link to school behaviour/ exclusion/ policy/ home school agreement**

Teaching and Learning Manual

For more information and resources, please visit our website: Brightwalton Primary School.

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Appendix 1: Strategies for Effective Marking and Feedback at Brightwalton Primary School

Resources and Additional Information

This next section provides additional resources to support development of practice, enable direction for further research, self-audit and quality assure practice:

Overview of Teaching Standards are below with link to full version. Link to Teaching Assistant standards (non-statutory) taken from NEU:

https://neu.org.uk/latest/library/professional-standards-teaching-assistants

Teaching and Learning Manual

Department for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

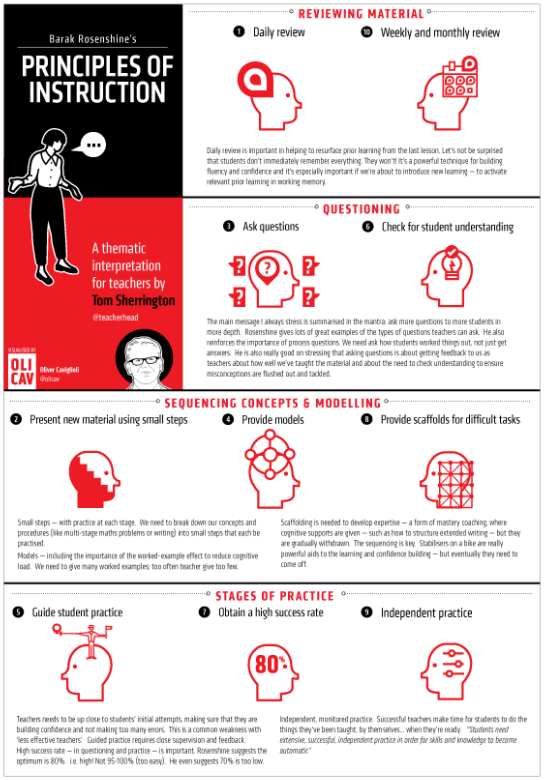
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: https://www.gov.uk/government/publications/teachers-standards

Rosenshine's Principles of Instruction



Rosenshine's Principles of Instruction provide a research-based framework for effective teaching. They include:

1. **Daily Review**: Start lessons by reviewing previous learning to reinforce knowledge.
2. **Present New Material in Small Steps**: Avoid overwhelming pupils by introducing new information incrementally.
3. **Ask Questions**: Use questioning to gauge understanding and encourage active participation.
4. **Provide Models**: Demonstrate processes and provide examples to clarify complex ideas.
5. **Guided Practice**: Engage pupils in practising new material under teacher supervision.
6. **Check for Understanding**: Frequently assess comprehension and provide immediate feedback.
7. **Obtain High Success Rates**: Ensure pupils achieve a high rate of success before moving on.
8. **Scaffold Instruction**: Provide temporary support structures to assist learning until pupils can work independently.
9. **Independent Practice**: Give pupils opportunities to apply what they've learned on their own.
10. **Weekly and Monthly Review**: Regularly revisit material to reinforce learning and ensure retention.

These principles are derived from extensive research into effective teaching practices and are designed to maximise pupil engagement and learning outcomes.

EEF Evidence-Based Best Practices in the Classroom

The Education Endowment Foundation (EEF) provides robust, research-based recommendations to enhance teaching and learning. Key strategies include:

- **Feedback**: Offering timely and specific feedback to guide pupil learning.
- **Metacognition and Self-Regulation**: Teaching pupils to plan, monitor, and evaluate their own learning.
- **Collaborative Learning**: Structuring lessons to encourage group work and peer interaction.
- **Mastery Learning**: Ensuring pupils fully understand one topic before moving on to the next.
- **Homework**: Assigning meaningful and manageable tasks that reinforce classroom learning.

The EEF's recommendations are grounded in comprehensive reviews of international research, ensuring that our teaching practices are both evidence-based and effective【3†source】.

Insights from Structural Learning on Quality First Teaching

The Structural Learning guide highlights the following best practices for QFT:

- **Effective Planning**: Develop clear, structured lesson plans that include objectives, activities, and assessment methods.
- **Active Engagement**: Use a variety of instructional techniques to keep pupils actively involved in their learning.
- **Adaptability**: Be flexible and responsive to the needs of pupils, adapting lessons as necessary to support their learning.

These insights align with our commitment to providing high-quality education and support the continuous development of our teaching staff.

Embracing mistakes to support pupil evaluation of own work

- You can discuss mistakes that provide learning opportunities for teaching at the start of the lesson. Foster an environment where your pupils actively seek to find mistakes. Model your own mistakes to provide a safe space for children to be able to confidently discuss areas of their work that could be improved.
- The lesson might, for example, feature the teacher deliberately getting a calculation wrong, before using the checklist to find their mistake. If there's a TA in the room who can ham up playing the helpful partner, so much the better.
- However, you use them, it is key pupils internalise what they are doing (over the course of several lessons) so that they no longer need a written checklist. The aim is to get the checklist stored in their long-term memory. Giving pupils work to 'mark' from fictitious peers (with all the common mistakes) is a really good way of developing this.

Taken from: Third Space Learning – Claire Sealy blog

Further reading:

https://primarytimery.com/2022/05/02/dont-mix-the-six-thinking-about-assessment-as-six-different-tools-with-six-different-jobs/

https://www.sec-ed.co.uk/content/best-practice/whole-class-feedback-practical-tips-and-ideas

Example of resource that can turn making a mistake into a learning opportunity:

Find my mistake (column addition)

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Find my mistake (identifying fractions of shapes)

- Did I check all the parts were equal?
- Did I count how many parts the shape had been divided into?
- Did I write that number underneath the vinculum (remember denominator→down)
- Did I count how many parts were shaded in?
- Did I write that number on top of the vinculum (remember numerator →oN top)
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Special Educational Needs and Disabilities (SEND)

**Draft Policy/ SEN Information report (early stage)

Introduction

At Brightwalton C of E Primary School, our vision "Shine Your Light" (Matthew 5:16) underpins our commitment to supporting pupils with Special Educational Needs and Disabilities (SEND). We believe every child has the potential to shine, and we are dedicated to providing an inclusive environment that meets the needs of all learners. Our approach is guided by the Children and Families Act 2014 and the SEND Code of Practice (2015), ensuring compliance with statutory duties, including the provision of a SEND Information Report as part of the local offer.

Legal Framework

Our SEND provision is grounded in the principles set out in the Children and Families Act 2014 and the SEND Code of Practice (2015). These frameworks require schools to:

- **Ensure Participation**: Involve children, young people, and their families in decisions about their education, promoting active participation and empowerment.
- **Focus on Outcomes**: Strive for the best possible educational, social, and emotional outcomes for pupils with SEND, supporting them to thrive and shine.
- **Adopt Inclusive Practices**: Provide a broad and balanced curriculum accessible to all pupils, ensuring that every child can shine alongside their peers.

SEND Information Report

As required by the SEND Code of Practice (2015), our school publishes an annual SEND Information Report, which forms part of the local authority's local offer. This report details how we identify, assess, and support pupils with SEND and includes the following key information:

- **Identification of Needs**:
    - We use a range of assessment tools and observations to identify pupils with SEND, ensuring early intervention.
    - Parents and carers are encouraged to share concerns, and we work closely with them to identify any additional needs.
- **Provision for SEND Pupils**:
    - We provide Quality First Teaching (QFT) to all pupils, with differentiated instruction to meet diverse learning needs.
    - Targeted support is available for those who require additional help, including interventions such as small group work and specialised programmes.
    - Specialist support from external professionals is sought when necessary, and for some pupils, an Education, Health, and Care Plan (EHCP) may be implemented.

- **Progress Monitoring**:
    - Pupil progress is regularly monitored and reviewed, with adjustments made to interventions as needed.
    - Parents are kept informed through regular meetings and reports, ensuring they are fully involved in their child's educational journey.
- **Inclusion and Accessibility**:
    - We strive to make our school environment accessible to all pupils, including those with physical disabilities, sensory impairments, and other needs.
    - Reasonable adjustments are made to ensure full participation in school life, including extracurricular activities and school trips.
- **Staff Training**:
    - Our staff receive ongoing professional development to equip them with the knowledge and skills needed to support pupils with SEND.
    - Training includes strategies for differentiation, behaviour management, and the use of assistive technologies.
- **Partnership with Parents and Carers**:
    - We value strong partnerships with parents and carers, recognising them as key partners in their child's education.
    - Regular communication and collaboration ensure that parents are involved in planning and decision-making processes.
- **Transition Support**:
    - We provide tailored support for pupils with SEND during key transition points, such as moving between year groups or transitioning to secondary school.
    - Transition plans are developed in collaboration with parents, pupils, and receiving schools to ensure a smooth and successful transition.
- **Contact Information**:
    - The SEND Coordinator (SENCO) at Brightwalton C of E Primary School is responsible for overseeing the SEND provision. Parents and carers can contact the SENCO for further information or to discuss their child's needs.

Graduated Response Framework

Our Graduated Response Framework ensures that all pupils with SEND receive the appropriate support through a continuous cycle of assessment, planning, implementation, and review:

1. **Quality First Teaching (QFT)**:
    - All pupils receive high-quality, inclusive teaching tailored to meet their individual needs.
    - Teachers are responsible for the progress of all pupils, including those with SEND, ensuring every child has the opportunity to shine.
2. **Targeted Support**:
    - Additional support is provided for pupils who need more than QFT, including small group work, one-to-one support, and specialised interventions.
    - These interventions are regularly reviewed to ensure they meet the pupil's needs.
3. **Specialist Support**:
    - When necessary, we involve external specialists to provide additional support. This may include input from Educational Psychologists, Speech and Language Therapists, or Occupational Therapists.
    - For pupils with more complex needs, an Education, Health, and Care Plan (EHCP) may be put in place to secure further resources and support.

Monitoring and Review

The Senior Leadership Team (SLT) and the SENCO regularly monitor the effectiveness of our SEND provision. Pupil progress data is analysed to ensure interventions are helping pupils achieve their full potential. The outcomes of these reviews are used to update our SEND Information Report annually, ensuring it reflects current practices and meets statutory requirements.

Commitment to Our Vision

Our vision "Shine Your Light" (Matthew 5:16) is reflected in our commitment to ensuring that every pupil, regardless of their individual challenges, can achieve their full potential. By providing the right support and fostering an inclusive environment, we enable all pupils to shine brightly in their learning journey.

This section ensures compliance with the statutory requirements for a SEND Information Report as part of the local offer, while also aligning with your school's vision.

Draft Brightwalton Primary School Home-School Agreement

Our Vision: "Shining Light for Every Learner"

At Brightwalton Primary School, we are committed to providing a nurturing, inclusive, and stimulating environment rooted in our Christian ethos. We believe every child is unique and deserves to be supported to achieve their full potential. Our approach is underpinned by a **graduated response** to meet individual needs, ensuring that each pupil has the opportunity to thrive in a safe and supportive setting.

The School's Commitment

We will:

1. **Provide a Safe and Supportive Environment**
    - Uphold a Christian ethos that fosters love, respect, and compassion for all members of our school community.
    - Ensure the school is a safe, welcoming, and inclusive space where every child has the right to learn and be safe.
    - Adhere to safeguarding protocols and promote the well-being of all pupils.
2. **Deliver High-Quality Education**
    - Offer a broad and balanced curriculum that is engaging, inclusive, and challenges each pupil to achieve their best.
    - Implement a **graduated response** to meet the diverse needs of all pupils, particularly those with special educational needs and disabilities (SEND), by providing tailored support and reasonable adjustments.
3. **Foster Positive Behaviour and Respect**
    - Promote positive behaviour, mutual respect, and a sense of community through consistent behaviour strategies aligned with our Christian values.
    - Ensure all pupils understand and follow the school's behaviour expectations.
4. **Support Continuous Professional Development**
    - Provide staff with ongoing professional development opportunities to enhance teaching practices and ensure high standards of education.
    - Engage in reflective practice and use data to inform teaching strategies, with a focus on meeting the needs of all pupils.
5. **Encourage a Collaborative Partnership**
    - Work in partnership with parents to support their child's learning and development, grounded in the Christian principle of working together as a community.
    - Keep parents informed about their child's progress and school events through regular communication, including the use of WEDUC and our website.

The Parents'/Carers' Commitment

I/We will:

1. **Support My Child's Learning**
    - Encourage my child to do their best and engage with their learning both at school and at home.
    - Ensure my child completes homework on time and to a good standard, supporting their independent study habits.
2. **Promote Positive Behaviour**
    - Support the school's behaviour policy by reinforcing the importance of respect, kindness, and responsibility at home, in line with Christian values.
    - Encourage my child to follow the school's rules and expectations.
3. **Maintain Regular Communication**
    - Keep the school informed of any issues that may affect my child's learning or well-being.
    - Attend parent-teacher meetings, workshops, and other school events to stay engaged with my child's education.
4. **Ensure Regular Attendance**
    - Ensure my child attends school regularly, on time, and ready to learn, understanding that consistent attendance is crucial for their progress.
5. **Promote a Healthy and Safe Lifestyle**
    - Support the school's efforts to promote healthy eating, physical activity, and overall well-being.
    - Ensure my child follows health and safety guidelines both at school and in their daily routines.

The Pupil's Commitment

I will:

1. **Try My Best**
    - Always put in my best effort and take pride in my work.
    - Take responsibility for my own learning by completing homework and being prepared for lessons.
2. **Follow School Rules**
    - Be kind, respectful, and polite to everyone in school, reflecting our Christian values.
    - Follow the school's behaviour expectations and contribute to a positive learning environment.
3. **Respect My Environment**
    - Help keep my classroom and school tidy, clean, and organised.

- Take care of school property and use resources responsibly, including participating in recycling and other sustainable practices.

4. **Be a Good Friend**
    - Include others, celebrate differences, and support my classmates.
    - Be honest, caring, and always try to help others feel safe and happy.
5. **Stay Safe**
    - Follow the school's safety rules, including online safety, and let an adult know if I feel worried or unsafe.

Agreement

By signing this agreement, we acknowledge and accept our roles in supporting the educational journey of every child at Brightwalton Primary School. Together, with a commitment to our Christian ethos and a **graduated response** to meeting individual needs, we will work to ensure that each pupil can "shine their light" and achieve their full potential.

Signed:

Headteacher: _____ Date: _____

Parent(s)/Carer(s): _____ Date: _____

Pupil: _____ Date: _____

This Home-School Agreement reflects the shared values and commitments of Brightwalton Primary School, aligning with our Christian ethos and policies on behaviour, SEND, safeguarding, and homework. By working together, we can create an environment where every child can thrive academically, socially, and emotionally

Classroom Environment Audit Checklist

Area	Checklist Items	Guidance	Next Steps
Organisation & Accessibility	- Is the classroom layout accessible for all pupils, including those with SEND?	Use visual aids or labels to help pupils locate and organise resources. Consider reasonable adjustments to meet needs of all pupils through a quality first approach.	
	- Are essential learning tools accessible to all pupils?	Ensure assistive devices are available as needed. Consider room layout, identify any potential barriers to enabling accessibility. Consider reasonable adjustments.	
Inclusive & Stimulating Displays	- Are displays current, relevant, and connected to the curriculum?	Rotate displays regularly to keep them fresh and relevant.	
	- Do displays reflect diversity and promote inclusion?	Ensure displays positively reflect all pupils, including those with EAL.	
Classroom Ambience	- Is the classroom clean, well-lit, and welcoming? - does your environment foster behaviours linked to the school vision and values?	Consider the needs of your pupils and quality first teaching package. What helps you to help them?	
	- Are classroom rules and expectations for behaviour clearly displayed?	Use positive reinforcement and visual behaviour charts.	
Resource Management	- Are materials in good condition and properly stored?	Teach pupils to use materials responsibly and return them after use.	
	- Are sustainable practices in place?	Educate pupils on sustainability and involve them in resource management.	
Safe & Healthy Space	- Are health and safety guidelines followed?	Conduct regular safety drills and ensure pupils know procedures.	

EEF Summary of Recommendations for Effective Feedback

Recommendation	Details
High-Quality Initial Instruction	Deliver structured lessons with clear goals and use formative assessment to identify needs.
Timing of Feedback	Adjust feedback timing based on task complexity and pupil needs.
Focused Feedback	Direct feedback to specific areas, focusing on task performance and self-regulation.
Actionable Feedback	Provide clear, specific feedback that pupils can apply immediately. Avoid vague comments.
Encouraging Self-Assessment	Promote self-assessment to help pupils identify areas for improvement.
Motivational Feedback	Ensure feedback is positive and supportive to boost confidence.
Opportunities to Apply Feedback	Regularly provide opportunities for pupils to apply feedback in their work.
Verbal Feedback	Use verbal feedback during lessons for immediate, formative input.
Whole-Class Feedback	Offer feedback to the whole class to address common issues or reinforce key points.
Focused Marking	Concentrate on specific learning objectives rather than every aspect of work.
Minimal Marking	Use brief annotations or symbols to convey feedback efficiently.
Peer Review	Encourage peer feedback to foster collaborative learning.
Self-Reflection Time	Provide time for pupils to reflect on feedback and set goals.
Use of Marking Codes	Use a consistent system of marking codes to communicate feedback clearly.
Reduce Written Comments	Minimise detailed comments; use verbal feedback or marking codes as alternatives.
Consistent Policy Application	Ensure the marking and feedback policy is applied consistently across the school.

Feedback and Assessment Self-Audit for Teachers

This self-audit tool is designed to help teachers at Brightwalton School reflect on their current practices in feedback and assessment, identifying areas of strength and opportunities for growth. The audit aligns with our feedback policy and the principles of effective feedback as outlined in our school vision.

Instructions:

- For each statement, reflect on your practice and circle the most appropriate response.
- Use the audit to identify areas where you can enhance your feedback and assessment strategies.

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1. Alignment with Learning Intentions

Statement: *I clearly communicate learning intentions to my pupils and ensure my feedback aligns with these intentions.*

- **Always**
- **Often**

- **Sometimes**
- **Rarely**

Action Steps: If you selected "Sometimes" or "Rarely," consider how you can integrate learning intentions more explicitly into your lessons and feedback.

---

2. Addressing Learning Gaps

Statement: *I use formative assessments to identify learning gaps and provide feedback that specifically addresses these gaps.*

- **Always**
- **Often**
- **Sometimes**
- **Rarely**

Action Steps: If you selected "Sometimes" or "Rarely," explore additional formative assessment strategies to better identify and address learning gaps in your teaching.

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3. Task-Focused Feedback

Statement: *My feedback focuses on the specific task at hand, providing clear guidance on how pupils can improve.*

- **Always**
- **Often**
- **Sometimes**
- **Rarely**

Action Steps: If you selected "Sometimes" or "Rarely," consider how to make your feedback more specific and actionable for each task.

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4. Subject-Focused Feedback

Statement: *I provide feedback that enhances pupils' understanding of subject-specific concepts and skills.*

- **Always**
- **Often**
- **Sometimes**
- **Rarely**

Action Steps: If you selected "Sometimes" or "Rarely," reflect on how you can incorporate more subject-specific guidance in your feedback.

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5. Self-Regulation Feedback

Statement: *I encourage pupils to reflect on their own learning processes and self-regulate based on feedback.*

- **Always**
- **Often**
- **Sometimes**
- **Rarely**

Action Steps: If you selected "Sometimes" or "Rarely," explore strategies to promote self-reflection and self-regulation among your pupils.

---

6. Clarity and Conciseness of Feedback

Statement: *My feedback is clear, concise, and focused, ensuring that pupils understand the key messages.*

- **Always**
- **Often**
- **Sometimes**
- **Rarely**

Action Steps: If you selected "Sometimes" or "Rarely," work on refining your feedback to be more succinct and understandable.

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7. Pupil Engagement with Feedback

Statement: *I ensure that pupils understand and act on the feedback they receive, closing the feedback loop.*

- **Always**
- **Often**
- **Sometimes**
- **Rarely**

Action Steps: If you selected "Sometimes" or "Rarely," develop strategies to engage pupils in actively using the feedback provided.

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8. Time-Efficient Feedback

Statement: *I use time-efficient methods for delivering feedback, such as live marking or verbal feedback, without compromising quality.*

- **Always**
- **Often**
- **Sometimes**
- **Rarely**

Action Steps: If you selected "Sometimes" or "Rarely," consider experimenting with more efficient feedback methods that still meet the needs of your pupils.

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9. Flexibility in Feedback Delivery

Statement: *I adapt the timing and method of feedback based on the needs of the class and individual pupils.*

- **Always**
- **Often**
- **Sometimes**
- **Rarely**

Action Steps: If you selected "Sometimes" or "Rarely," reflect on how you can be more flexible in your feedback delivery to better meet the needs of your pupils.

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10. Professional Development and Reflection

Statement: *I regularly reflect on my feedback practices and seek professional development opportunities to enhance my skills.*

- **Always**
- **Often**
- **Sometimes**
- **Rarely**

Action Steps: If you selected "Sometimes" or "Rarely," consider setting professional goals related to feedback and assessment, and seek out relevant training or peer support.

Reflection and Next Steps:

- **Strengths:** List areas where you consistently perform well and consider how you can continue to build on these strengths.

- **Areas for Improvement:** Identify key areas where you can improve. What specific actions will you take to enhance your feedback practices?
- **Support Needed:** What resources, training, or support do you need to improve your feedback and assessment practices?

This audit is intended as a reflective tool to support your professional growth. Regular self-assessment and reflection, aligned with the principles of effective feedback, will help you continue to empower your pupils to shine their light and achieve their fullest potential.

Draft: Brightwalton C of E Primary School Feedback and Marking Policy

Brightwalton C of E Primary School Feedback and Marking Policy

Vision and Values

At Brightwalton C of E Primary School, our vision is inspired by Matthew 5:16: "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven." This vision, alongside our core values of Service, Perseverance, Wisdom, Friendship, and Trust, guides our approach to teaching and learning. Our feedback and marking policy is designed to foster these values by ensuring that feedback is purposeful, empowering, and effective, supporting all children in their journey to becoming confident, capable learners who are motivated to improve.

Rationale

Effective feedback is integral to teaching and learning. As Black and Wiliam (1998) assert, feedback should focus on the particular qualities of a child's work, providing advice on how to improve. Feedback is a powerful tool in enhancing achievement (Hattie, 1999), but it is only effective when students actively use it to move their learning forward (Wiliam, 2017). Our policy is grounded in research from the Education Endowment Foundation (EEF) and the Department for Education (DfE) and incorporates the findings of the Independent Teacher Workload Review Group.

This policy recognises the significant time that written feedback can require, and thus seeks to make the most effective use of teacher and support staff time. It is underpinned by key research findings that promote efficient and impactful feedback strategies.

Key Principles of Feedback

1. **Purposeful Feedback for Progression**
    - Feedback is aimed at enhancing each child's progression through the curriculum. It should celebrate successes, help pupils understand how to improve, and support teachers in planning future teaching and learning. Feedback must be specific to the learning objectives and success criteria, whether they relate to specific activities or year-group expectations.
2. **Evidence of Feedback**
    - Evidence of feedback is secondary to the process of learning. We avoid creating additional documentation solely for external verification, ensuring that the focus remains on interactions that promote learning. The policy aligns with DfE guidance, emphasising that feedback should be proportionate and driven by the needs of the child rather than accountability demands.
3. **Empowerment and Ownership**
    - Our feedback strategy is designed to empower children, encouraging them to take ownership of their learning. By identifying their own errors and making corrections independently, pupils develop self-regulation skills and resilience, aligned with our values of Perseverance and Wisdom. Written comments are used sparingly, primarily when children struggle to identify errors even after guided instruction.

4. **Timely and Responsive Feedback**
    - Feedback should be timely, given either during the lesson or in the next appropriate session to maximise its impact. Immediate feedback, provided verbally during lessons, allows for real-time corrections and adjustments. Summary feedback, delivered at the end of a lesson, may involve self- or peer-assessment, and guides future teaching. Distance feedback, provided after the lesson, supports long-term assessment and planning.
5. **Revisiting and Refreshing Learning**
    - New knowledge is fragile and must be revisited regularly to ensure retention. Teachers plan opportunities for spaced repetition and review to secure long-term learning. Feedback is gathered not only immediately after teaching but also at a distance to assess whether the learning has been retained and applied effectively.

Commitment to our Pupils

Through effective feedback, we aim to:

- Celebrate pupils' work and effort.
- Help pupils improve their learning.
- Support teachers in planning future lessons.
- Raise attainment across the school.

These aims are supported by principles of Assessment for Learning (AfL), which include:

- Embedding feedback in the teaching and learning experience.
- Sharing success criteria with learners.
- Engaging pupils in self- and peer-assessment.
- Providing feedback that leads to the identification of next steps.
- Ensuring feedback is a two-way process, involving both teacher and pupil in reviewing and reflecting on learning.

Types of Feedback

Feedback is categorised into three stages:

1. **Immediate Feedback**
    - Occurs during the lesson, often verbally.
    - Involves gathering feedback from verbal responses, written work, or other in-lesson activities.
    - May lead to immediate support, challenge, or task adjustment.
    - Evidence: Classroom observations, use of pink highlighters to mark success.
2. **Summary Feedback**
    - Takes place at the end of an activity or lesson.

- Involves self- or peer-assessment and guides future planning.
- Evidence: Classroom observations, learning walks, purple pen edits in books.

3. **Distance Feedback**
   - Occurs after the lesson, allowing teachers to assess understanding and plan future lessons.
   - Involves using marking sheets to identify common misconceptions and areas for improvement.
   - Evidence: Marking sheets, purple pen edits, planning adaptations.

Marking Code/Prompts (to be agreed with teachers)

- ✓: Correct
- ?: Incorrect
- CL: Capital letter
- FS: Full stop
- Underlined word: Spelling mistake
- Shape: Grammatical error/unclear meaning
- L: New line needed
- //: New paragraph needed

Assessment Codes

- I: Independent work
- T: Teacher-supported work
- TA: TA-supported work
- VF: Verbal feedback
- ST: Supply teacher

Monitoring and Implementation

- Teachers will use a variety of feedback methods, including verbal feedback, self-assessment, peer assessment, and whole-class feedback.
- Regular training and professional development will ensure staff are confident in delivering feedback aligned with this policy.
- The effectiveness of feedback will be monitored through observations, work scrutiny, and pupil feedback, ensuring consistency and positive impact on learning outcomes.

Conclusion

Our feedback and marking policy reflect our commitment to nurturing each child, empowering them to take ownership of their learning, and supporting their progression in line with our Christian ethos and values. By

focusing on purposeful, timely, and impactful feedback, we aim to help every child at Brightwalton C of E Primary School shine brightly in their educational journey.

Guidance to planning

How to Plan Effectively: A Guide for Primary School Teachers

Planning is a vital process for primary school teachers, designed not to produce static documents, but to create a flexible learning journey that supports the progress of each pupil. Effective planning must be driven by the learning needs of pupils, ensuring that their progress is at the heart of all teaching. When planning there should be clarity on **intent** of learning, consideration of best practice delivery to support **implementation**, and determination of **impact** intended. This guide outlines how to structure long-term, medium-term, and short-term planning while keeping pupil needs central to the process.

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1. Long-Term Planning: Establishing the Framework

1.1 Purpose of Long-Term Planning

Long-term planning provides a skeletal framework for the academic year, outlining the broad curriculum coverage and key learning objectives. However, its primary purpose is to ensure that all planning is adaptable and responsive to the evolving needs of pupils, rather than simply ticking off a scheme of work.

1.2 Steps for Long-Term Planning

- **1.2.1 Curriculum Mapping as a Guide:**
    - Develop a curriculum map that outlines the key content, skills, and knowledge to be covered throughout the year.
    - Treat this as a flexible guide rather than a fixed pathway. This map should allow for adjustments based on the pupils' learning needs as they emerge.
- **1.2.2 Identifying Learning Goals:**
    - Set broad learning goals that reflect the expected progress for your cohort, but remain open to changes.
    - Consider the varying starting points of your pupils and plan for differentiation within the long-term framework.
- **1.2.3 Planning for Progression:**
    - Ensure the long-term plan outlines how learning will build on prior knowledge, allowing for depth and progression.
    - Identify potential gaps in learning early on, using data and assessments from previous years, to inform areas of focus.

1.3 Long-Term Planning Outcomes

- A flexible curriculum map that serves as a skeleton for the year, designed to be adapted as pupil needs evolve.
- Broad learning goals that prioritise pupil progress and account for varied starting points.

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2. Medium-Term Planning: Structuring Units for Flexibility

2.1 Purpose of Medium-Term Planning

Medium-term planning breaks down the long-term plan into adaptable units of work, typically lasting half a term or a full term. The focus here is on meeting the specific learning needs of pupils, filling gaps in understanding, and providing opportunities for deepening learning where appropriate.

2.2 Steps for Medium-Term Planning

- **2.2.1 Dynamic Unit Planning:**
    - Plan units with clear objectives, but ensure these objectives can be modified based on ongoing assessments of pupil progress.
    - Include space within your planning for revisiting key concepts or extending learning where necessary, depending on how pupils respond.
- **2.2.2 Identifying and Addressing Learning Gaps:**
    - Use assessment data to identify specific gaps in learning that need to be addressed within each unit.
    - Plan targeted interventions within your units to help pupils overcome these gaps, ensuring that all students can progress.
- **2.2.3 Opportunities for Deepening Learning:**
    - Incorporate opportunities to deepen understanding, allowing pupils who have mastered the basics to explore concepts more thoroughly.
    - Ensure that medium-term plans are not rigid, but can be adjusted to extend or revisit topics as needed.

2.3 Medium-Term Planning Outcomes

- A set of unit plans that are flexible and responsive, designed to address identified learning needs and provide opportunities for deeper understanding.
- Clear but adaptable objectives that focus on bridging learning gaps and supporting progress for all pupils.

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3. Short-Term Planning: Adapting Daily Lessons to Pupil Needs

3.1 Purpose of Short-Term Planning

Short-term planning involves crafting daily lessons that are highly responsive to the current learning needs of pupils. These plans should be viewed as working documents, open to change based on real-time evidence from the classroom.

3.2 Steps for Short-Term Planning

- **3.2.1 Pupil-Centred Lesson Objectives:**

  - Set specific, pupil-centred objectives for each lesson, directly informed by the previous day's assessments and observations.
  - Ensure objectives are flexible enough to adapt to the immediate needs of the class.

- **3.2.2 Responsive Differentiation:**
  - Plan activities that cater to the diverse learning needs within your class, and be ready to adjust these activities based on pupils' responses.
  - Include contingency plans to provide additional support or challenges depending on how pupils progress during the lesson.
- **3.2.3 Continuous Assessment and Feedback:**
  - Embed assessment for learning throughout the lesson, using strategies such as questioning, observation, and pupil self-assessment to gauge understanding.
  - Use this real-time feedback to adjust your teaching on the fly, ensuring that all pupils are supported to make progress.
- **3.2.4 Reflection and Adaptation:**
  - Reflect on each lesson to determine what worked well and what needs adjustment.
  - Use this reflection to adapt subsequent lessons, ensuring that your planning remains dynamic and pupil-focused.

3.3 Short-Term Planning Outcomes

- Daily lesson plans that are flexible, focused on pupil needs, and capable of being adjusted based on classroom evidence.
- A commitment to continuous reflection and adaptation, ensuring that teaching is always responsive to the learning needs of pupils.

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4. Planning Driven by Pupil Needs, Not Documents

4.1 Planning as a Dynamic Process

- **Working Documents:** Treat all planning documents as working documents that evolve based on the learning evidence gathered in the classroom.
- **Flexibility:** Be prepared to adapt and change your plans frequently, prioritising pupil progress over strict adherence to a pre-set scheme of work.

4.2 Pupil Needs at the Core

- **Assessment-Driven Planning:** Use ongoing assessment to inform your planning at every stage, ensuring that all lessons and units are tailored to the actual needs of your pupils.
- **Gap Identification:** Regularly identify and address learning gaps, adapting your plans to ensure that all pupils have the support they need to succeed.

- **Opportunities for Depth:** Provide chances for pupils to deepen their understanding when they show readiness, rather than moving on to the next topic by default.

4.3 Collaborative and Reflective Practice

- **Team Collaboration:** Work with colleagues to share insights on pupil progress and to develop plans that are responsive and effective across the whole school.
- **Reflective Practice:** Continuously reflect on the effectiveness of your planning and be willing to make changes as needed. This reflection should be an ongoing part of your teaching practice.

Conclusion

Effective planning in primary education is not about creating rigid documents, but about developing a flexible, pupil-centred learning journey. By focusing on the learning needs of your pupils, identifying gaps, and providing opportunities for deepening understanding, you can ensure that every child makes progress. Treat your planning as a living document, open to adaptation and change, driven by the real needs of your classroom. This approach not only supports pupil progress but also makes your teaching more responsive and impactful

https://assets.publishing.service.gov.uk/media/65fd8652f1d3a0001d32ae0d/A_Guide_To_Effective_Practice_In_Curriculum_Planning_-_March_2024.pdf