Dalestorth Primary and Nursery School

Teaching and Learning Policy September 2026

Includes: Presentation, Marking, Feedback and Assessment

Introduction

Every child deserves to be taught well to enable them to learn new knowledge that can be applied in all aspects of their lives.

It is our aim that every pupil can look back positively on their primary school experience having achieved the highest standards of work and achievement. To this end we provide a broad and balanced curriculum which gives emphasis to the aesthetic, creative, practical, social and moral aspects of life as well as academic skills, underpinned by our school values:

Be honest, be kind, be brave, be a friend and be you

These values are the foundations of everything we do. They are the characteristics that we aim to nurture in our pupils every day through our teaching and learning practice, so that by the time they leave Dalestorth they will be confident, resilient, creative and responsible citizens.

At Dalestorth, we believe that everyone is different and everyone is welcome. We celebrate the unique identity, experiences, strengths and backgrounds of every member of our school community. Through our curriculum, teaching and relationships, we foster a culture of belonging where every child feels seen, heard, valued and respected. We are committed to creating inclusive classrooms in which all pupils can participate, contribute and succeed, knowing that their voice matters and that they are an important part of our learning community.

Dalestorth will strive continuously to improve the quality of teaching and learning for all its pupils. We will foster and develop a vibrant and self-improving teaching and learning community that recognises and values teacher professionalism. We will actively look to adapt, refine and improve our teaching approaches utilising best evidence from trusted external research and the context in which we work in.

Dalestorth Primary and Nursery School Curriculum Statement

At Dalestorth Primary and Nursery School we have created an inspirational curriculum which aims for our children to be respectful, curious and kind individuals who love learning and will make a positive contribution to their community.

Our Intent

Our curriculum framework ensures that all children access a broad, balanced, challenging and progressive knowledge rich curriculum based around the requirements of **all subjects** of the National Curriculum across all key stages.

The curriculum framework ensures that contextual barriers to learning are overcome, ensuring that all children are able to fulfil their potential, regardless of background or ability. The curriculum framework at Dalestorth is specific to our context and has specific components which achieve this by ensuring that:

- All children have enriched lives through access to **high quality life experiences** which equip pupils with the cultural capital they need e.g. visiting the theatre in Mansfield for the pantomime at Christmas; taking part in outdoor and adventurous activities; visiting Newstead Abbey and the Holocaust Centre.
- All children have a love of reading through exposure to **high quality texts**;
- All children are able to articulate and reason about the world around them through a highly developed **vocabulary**;
- All children are challenged to acquire a broad and balanced range of **skills and knowledge** through exposure to carefully planned and progressive subject content (see curriculum map);
- All children have opportunities to develop socially, morally, spiritually and culturally and demonstrate our 5 Busy Bee values.

Ultimately, our curriculum is one of the primary ways in which we aim to fulfil our school vision – to make learning inspirational for all of our children and to enable them to become children who are kind, thoughtful role models who approach their learning with perseverance and intrigue. We also want children who show compassion, are open minded and supportive, accepting of others and care about their community and the wider world.

Curriculum Implementation

Our curriculum is primarily delivered through termly topics which are designed to excite, interest and engage children in their learning. Most of our curriculum is taught in a thematic way but also discretely where appropriate. We follow a 2 year rolling curriculum plans with each term having a curriculum focus. In Autumn, throughout the school our topic focus will be History, in Spring it will be Geography and in the Summer Art and Design.

Key features of our curriculum implementation include:

- All topics are underpinned by high quality texts to ensure that children have a wide range of reading experiences and a sound knowledge of books and stories. For example, children in Year 5 and 6 will read 'Anne Frank's Diary' when studying World War 2. They will write in role, look at key themes and draw conclusions about how the lives of people in Holland might have been affected by German occupation compared to people living in Sutton-in-Ashfield. Texts are also used to explore vocabulary and help to develop children's use of language both in everyday speech and in their writing.
- Teachers have a high focus on the use of questioning. All topics are planned using the learning challenge approach where an overarching big question is used to focus the children's topic-based learning with carefully planned sequences of teaching used to break down learning into smaller pieces. Teachers use questioning to ensure that pupils thinking is challenged and that learning is deepened.
- All children receive focused bursts of basic skills throughout the day. These sessions focus on phonics, spelling and grammar, maths skills and wider reading.
- Throughout all key stages, all subject areas are underpinned by key knowledge or skills to be acquired in each year group. This ensures a progressive and suitably challenging curriculum within all areas of learning and subjects.
- All topics have an accompanying 'Knowledge Organiser' – ***see Appendix 1***. These documents set out the 'Sticky Knowledge' to be acquired by the end of the topic and also the 'Key Vocabulary' to be acquired. These are sent home and shared with parents to assist with home learning.
- We believe in supporting pupil's growing depth of knowledge by providing a progressive set of knowledge and skills across all subject areas. Our aim is that children become increasingly accurate in the application of these skills and become fluent and proficient in all subject areas.
- We provide the children with opportunities to explore quality text and a precise and enriched vocabulary to use within the context of the lesson and to connect to wider subject areas. They can use this vocabulary confidently to reason and explain their thinking about the areas they are studying.
- Teaching staff use a consistent approach to lesson planning, through well scaffolded steps to success, clear learning outcomes, plenty of opportunities for questioning and modelling of good practice.
- All staff use a reflective approach to lessons, enabling them to evaluate learning and effectively plan the next steps for all children.
- Challenges in lessons are set using the principles of Bloom's Taxonomy and children are encouraged to choose their own starting points and aim for the highest level challenge that they can. This focus on challenging questioning has a progressive scale, which increases from EYFS to Year 6.
- Our Dalestorth Values: ***Be honest, be kind, be brave, be a friend and be you***. These are embedded across our curriculum and alongside assemblies, theme weeks, enrichment opportunities and our PSHE sessions provide the

children a rich framework which informs them about key values, attitudes and behaviour vital for them in a modern society.

- Our children are provided with many opportunities to engage in purposeful and relevant experiences in and out of school. These include trips to local museums, working in the school orchard, workshop days linked to the RE syllabus and residential trips. We believe that outdoor learning is fundamental to the health and well-being of our pupils.
- We encourage parental involvement through parent workshops, class webpages, newsletters, class leaflets and home-school learning diaries/planners. These provide an opportunity to encourage the parent's understanding of our curriculum.

Curriculum Impact

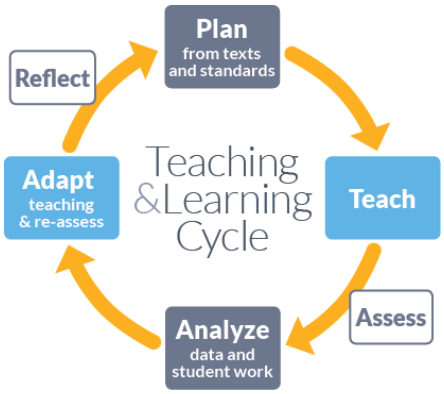
The intended impact of our curriculum framework is that by the end of each year group, and ultimately by the end of Key Stage 2, children are equipped with the knowledge and skills necessary for the next stage of their education. We will talk to children and look at their work, look at teaching and learning in lessons and consider what performance data is telling us with regards to measuring the extent to which all children have fulfilled their potential, regardless of ability or background.

Scope of this policy

We believe that teaching and learning encompasses a range of inter-linked activities and processes, namely:

1. Pedagogy: *How we teach*
2. The curriculum: *What is taught: knowledge and skills*
3. Assessment: *How we know what has been understood and retained;* ***IMPACT***

This policy aims to define how these elements fit together to provide an effective teaching and learning offer. How they are linked together can be summarised as follows:



Note that this policy will describe our assessment approach (marking and feedback; summative and formative practices etc) as part of the teaching and learning process and not as a separate document.

1. **Pedagogy**

Our approach to teaching and learning is built around Rosenshine's Principles of Instruction. These define the key elements of effective practice. They are based around research, including cognitive load theory, and are designed to give direct links from research into practice.

Rosenshine's 10 Principles of Instruction are:

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review

See Appendix 2 for further detail.

At Dalestorth we facilitate these principles through:

- Activating prior knowledge, retrieval and retention
- Questioning
- Purpose and sequencing
- Knowledge and deliberate practice
- High expectations
- Adaptive teaching and scaffolding
- Live modelling

We have developed our Teaching and Learning Framework Sept 25.pdf which adds more detail to the basic lesson structure. ***Please see the summary in Appendix 3*** *Dalestorth Teaching and Learning Framework Summary Sept 2025.pdf*. This has been developed with staff and training has been delivered in small chunks. The full version of our "Teaching and Learning Framework can be found on the T drive.

Classroom routines and processes: *Rosenshine in action*

At Dalestorth, the primary role of all adults is to facilitate high-quality learning opportunities according to the principles outlined above.

The flow chart below indicates how this is achieved in a typical learning session (core subjects). The expectation is that all teachers will follow this routine, every day. Assessment for learning is at the heart of the learning process. The flow chart shows how identification of pupil misconceptions and gaps is addressed through immediate verbal feedback and intervention sessions.

Teaching and Learning Sequence linked to Rosenshine's Principles of Instruction

Quality first teaching from the class teacher.

Targeted support from TA (carpet or table space)

All children set a guided task.

Support prior low attainers

Teacher to mark guided task (3 or 4 questions to model skill just taught).

Children get all the work correct and are ready for independent practice

Children get some of the work correct but are not confident with the skill taught

Children have not grasped the skill and need more guided practice

Independent work
More children are sent to this group and TA checks in on them after guided group

TA support
Children repeat modelling and steps to success activity with the aim of moving to independent practice

Teacher support
Children repeat modelling and steps to success activity with Class teacher

Whole class feedback.

Children to leave books open on the page you want to mark

End of the Lesson

Intervention before the next lesson

Children have achieved their learning objective, **highlight LO green**

Identify a next step question for them to complete using a triangle symbol.

If 80% of children do not achieve this repeat the lesson.

Children have not fully met the learning objective, **highlight LO orange.**

If children have got some questions wrong, dot where they went wrong and give them the opportunity to fix it (red pen/crayon).

Teacher or TA support group may be appropriate if further intervention is needed.

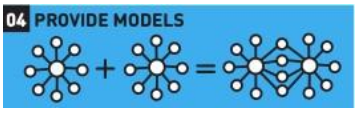
Children have not met the learning objective, **highlight LO pink.**

Teacher or TA support group will be needed for intervention.

Teacher to check that these children have appropriate scaffolds to support them during the next lesson.

















At Dalestorth Primary and Nursery School, the primary role of all adults is to facilitate high quality learning opportunities according to the principles outlined above. The chart below indicates how this can be achieved in a typical learning session in both EYFS and KS1/KS2.

EYFS	KS1/2
Daily review • Activities within the provision clearly link back to previously taught knowledge and concepts e.g. last week's phonics focus, number focus etc. Put learning into context New materials in small steps • Present concepts through teacher talk, images, media, high quality resources, discussion, high quality texts during small whole class focus sessions. Provide models • 'I do' through small whole class focus sessions; prompts and images within different areas of provision within the environment. Guide pupil practice • 'We do' through small adult led focused activities. Independent practice • 'You do' through independent activities within the provision which allow children to apply taught skills and knowledge. Check understanding • High quality adult interaction and questioning within the environment; deepening of learning through Bloom's taxonomy. Formatively assess throughout the sessions and re-guide the learning where needed. Provide scaffolds • Use of models and scaffolds to support learning, gradually removed as pupil confidence increases and for HA pupils; use of Bloom's taxonomy to deepen learning. Make ideas as concrete as possible – with images, dual coded explanations, concrete hands-on artefacts; real world examples from children's life experience. Obtain high success rate • Check final pupil understanding against clear learning goals and success criteria; high quality interactions and questioning; identify children who need extra support and plan opportunities for this as soon as possible.	Daily review • Simple Q&A session, quizzes, discussion activities to provide retrieval opportunities. Put learning into context New materials in small steps • Present concepts through teacher talk, images, media, high quality resources, discussion, high quality texts; use of process models to determine sequencing of content matter for each subject. Provide models • 'I do' Guide pupil practice • 'We do' Independent practice • 'You do' Check understanding • Adults question pupils as they work; mini plenaries; look at pupil work as they complete it; provide immediate feedback; deepening of learning through Bloom's taxonomy. Formatively assess throughout the sessions and re-guide the learning where needed. Provide scaffolds • Use of models and scaffolds to support learning, gradually removed as pupil confidence increases and for HA pupils; use of Bloom's taxonomy to deepen learning. Make ideas as concrete as possible – with images, dual coded explanations, concrete hands-on artefacts; real world examples from children's life experience. Obtain high success rate • Check final pupil understanding against clear learning goals and success criteria; identify children who need extra support and plan opportunities for this as soon as possible.

Catch Up – feedback response and gap filling

Receiving feedback is one of the most vital elements of making (EEF toolkit, 2020 + 8 months progress based on evidence). Timely feedback gives children information about their learning and attainment, as well as a chance to work on what needs to be improved. It is important to give the children time to reflect and implement the feedback.

At Dalestorth, feedback will be given before the next lesson where possible.

Intervention will be completed once a day linked to the English or Maths taught that day. The lesson will be completed by all children (see flow chart above) and will end with the children leaving their books open on the page to be marked by the teacher.

The teacher will then highlight the learning objective with a green (achieved) or orange (support required) or pink (much more support required to meet the learning objective) marker depending on the outcome. The teacher will then prepare the books ready for the intervention sessions.

GREEN	Children have achieved their learning objective, **highlight LO green** Identify a next step question for them to complete using a triangle symbol. **If 80% of children do not achieve this repeat the lesson**.
ORANGE	Children have not fully met the learning objective, **highlight LO orange.** If children have got some questions wrong, dot where they went wrong and give them the opportunity to fix it (red pen/crayon). **Teacher or TA support group may be appropriate if further intervention is needed.**
PINK	Children have not met the learning objective, **highlight LO pink.** **Teacher or TA support group will be needed for intervention.** Teacher to check that these children have appropriate scaffolds to support them during the next lesson.

Achieving a high success rate is critical if learners are to embed their knowledge and progress. Therefore, if less than 80% of pupils achieve the LO independently during the session and after intervention, planning would be adapted and the LO retaught. Teachers will be supported to ensure lessons are effective and achieve a high success rate, but the responsibility will always be foremost with class teachers to ensure that they teach to an appropriate pitch, in line with our curriculum and follow the Rosenshine's Principles of Instruction.

Deepening Learning

We use the principles of Bloom's Taxonomy to deepen pupil understanding of a key concept. This may involve comparing, contrasting, summarising or analysing information to develop a deeper understanding of it. This is of particular use when extending the learning of high ability pupils without introducing brand new subject content. Deepening learning should be a focus for both teachers and teaching assistants.

Environment
The environment should very much serve as an additional teacher. All classrooms should be well organised, labelled, tidy and promote the 'calmer classroom' ethos through calm colours, plants, high quality natural resources and uncluttered and clear displays. Simple working walls should be used to display models, scaffolds, examples of work and key vocabulary. The overarching topic display for that term should outline the learning journey with key questions, vocabulary and outcomes from each week's learning (examples of work, quotes from pupils etc). Subject leaders are responsible for showcasing other work around the school, ensuring that there is a focus on demonstrating excellence, the relevant process models and progression.

In Early Years, activities set out within the continuous provision should enable children to access all areas of the curriculum across the indoor and outdoor environment. This should include access to a reading area, writing area, maths area, creative area, sand and water trays/containers, fine motor area, gross motor area, role play area and a small world area.

Monitoring processes
Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and by SLT. Termly Pupil Progress Meetings are held which include discussions around children who may not have made sufficient progress. Interventions will be planned accordingly.

See *Appendix 4 and* 5 for Teaching and Learning Monitoring form used for lesson observations and book scrutinies.

2. The Curriculum

Our curriculum is bespoke to Dalestorth and was designed to address the needs of our pupils and their context. There is a strong emphasis on developing core skills in English and Maths with opportunities to apply them across the curriculum. The Rosenshine approach flows through the curriculum. Regular recall means that pupils' knowledge is built progressively and coherently.

In core subjects we have chosen schemes that align with the Rosenshine approach, our values, and our commitment to developing core skills. Examples of this include:

- Maths: We follow the White Rose Maths Curriculum throughout. Content is taught progressively and uses physical representations and models to embed core skills. Pupils develop a deeper understanding of concepts. Regular opportunities for reasoning apply demonstrate understanding and develop pupils' mathematical articulacy.
- Phonics: We use the Little Wandle Phonics Scheme. This programme builds skills systematically and progressively and models deploying phonic skills in reading and writing.
- Spelling: From the end of Phase 6 in KS1 the Little Wandle Spelling Scheme is used. We use the Spelling Shed Scheme throughout KS2. This builds on phonics work, providing a smooth transition that supports pupils to expand their reading and writing skills.
- Foundation Subjects: We want our children to know the characteristics of each foundation subject so we are teaching children to write/ talk in a subject specific style and labelling these subjects, discretely.

3. Assessment

At Dalestorth assessment is an ongoing process that we believe is fundamental to effective teaching and learning.

Teachers have a bank of assessment tools that they can use to accurately assess attainment and progress. These cover a range of techniques including low-stake testing/quizzes, feedback (verbal, written) and planned, informal assessment tasks. Assessment is closely linked to and informs delivery of the curriculum. Assessment approaches are differentiated to capture attainment of all learners, including that of vulnerable groups. If, by the end of the lesson, it is clear the child has not met the learning objective then additional teaching/ intervention to address misconception can be put in before the next lesson and planning can be adapted.
Regular assessments are made of pupils' work in order to establish the level of attainment and to inform current and future planning.

Formative assessment practices ('assessment for learning') are part of everyday classroom routines in lessons through:

- Feedback and assessment at start and end of lessons
- Quizzes/retrieval practices
- Low stakes assessment tasks, e.g. White Rose maths assessment activities
- Peer and self-assessment
- High quality questioning

Summative assessment ('assessment of learning') practices include:

- Teacher assessments uploaded to Insight
- Practice SATs
- Statutory assessments: SATs; Phonics Screening Check; Early Years Profile
- Regular phonics assessments
- Short tests in which pupils write answers
- Pupil observations
- NFER, NTS and KS1 Suffolk reading tests
- White Rose end of unit tests

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Optional tests are also taken in Years 1, 2, 3, 4 and 5. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

High expectations should be the norm in all lessons and children should not be in static groups. In order to achieve accurate and fair judgements of a pupil's level of attainment, moderation activities are regularly planned into the staff meeting timetable. Cross year group and cross phase moderation also takes place as part of this process of achieving accurate assessment. Foundation Stage 2, Year 2 and Year 6 take part in moderation with other local schools and are regularly selected to be externally moderated.

In Early Years, children are continuously assessed to track their progress towards the Early Learning Goals. We use Tapestry to record observations about the children's progress linked to the age-band statements in the Development Matters guidance. Tapestry also allows parents and carers to be part of the assessment process.

See Appendix 6 *for full assessment details*

Monitoring this Policy

The Head Teacher along with the management team will ensure that staff are clear on the policy and routinely monitor the marking of work across school.
Curriculum leaders will monitor work in English and Maths to ensure the policy is being followed and feedback to the Head with regards effectiveness and issues that have arisen.
It is the responsibility for all staff members to ensure they are clear on the expectation and ethos behind the marking and feedback policy and to seek clarification from the management team if unclear.
The policy will be evaluated and reviewed with staff and pupils having an input into any changes.

Parents and Stakeholders

Any parent wishing to read the Teaching and Learniing policy will be directed to the school's website. The marking of books will support parents and carers in understanding their child's progress.
The policy will be shared with the governing body and all members of staff will be provided with a paper copy to ensure all are clear on the expectations.

POLICY REVIEW

This policy is to be reviewed every two years.

Policy written by H Claxton/C Robertson/M Curran
Policy adopted: February 2021
Policy reviewed: July 2026

Appendix 1

Dalestorth Knowledge Organiser example

History

Are our toys better than Victorian children's toys?
Key Stage 1: History within living memory - Autumn

World War II	The Beatles were famous musicians	The first man walked on the moon	My parents were born	I was born	Today

Subject Specific Vocabulary

blackboard
corporal punishment
nit nurse
inkwell
pen and nib
skipping
marbles
snakes and ladders
ludo

Key Texts



Key Images



Sticky Knowledge about history within living memory

- 1961 saw the first man go to space and a woman in 1963. By 1969 humans were walking on the moon.
- The space race and moon landings inspired many space games and toys such as the space hopper were popular.
- Most homes now had a TV set and watched many familiar programmes, such as Dr Who and Coronation Street.
- Children's programmes were on at special times of the day. There were no children's channels.
- Toys and games such as Trolls, Twister and Etch-a-sketch were popular in the 1960s as well as dolls like Barbie and Sindy.
- In the 1960s, children stayed at school until they were 16 before leaving to get a job.

Appendix 2

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:
research on how the brain acquires and uses new information
research on the classroom practices of those teachers whose students show the highest gains findings from studies that taught learning strategies to students.

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01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.

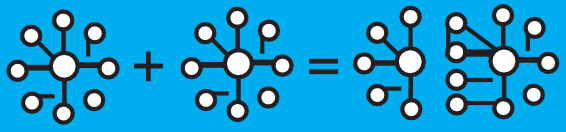
03 ASK QUESTIONS



The most successful teachers spend more than half the class time teaching, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

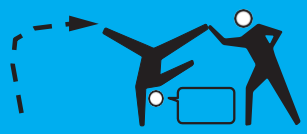
recall frees working memory for problem solving and creat

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False.
By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



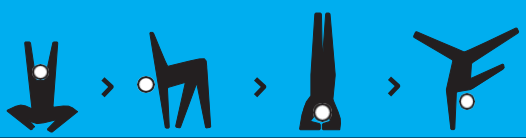
A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Appendix 3

Everyone's different, everyone's welcome At Oakdale, we believe that pupils learn best when they feel safe, valued, included and connected to their learning community. A strong sense of belonging enables children to engage confidently, take risks in their learning, persevere through challenge and develop positive relationships with others. We are committed to creating classrooms where every child feels seen, heard and respected.						
Activating prior knowledge, retrieval and retention	**Questioning**	**Purpose and sequencing**	**Knowledge and deliberate practice**	**High expectations**	**Adaptive teaching and scaffolding**	**Live modelling**
By connecting new learning to prior knowledge and involving all pupils in retrieval practice, teachers create opportunities for every child to succeed, contribute and experience success.	Inclusive questioning routines ensure that every child participates, challenges their thinking, discussion and learning.	Learning is connected to pupils' experiences so they can see themselves within the curriculum.	All pupils access ambitious learning through explicit teaching, guided practice and appropriate scaffolding, ensuring everyone can experience success.	High standards communicate a belief that every child can achieve excellence.	Appropriate adaptations ensure all learners can participate and succeed alongside their peers.	Teachers model not only learning processes but also the values of collaboration, resilience and respect.
'We believe that retrieval practice is a strategy in which bringing information to mind enhances and consolidates learning and retention and strengthens connections between ideas. It is the act of recalling learned information from memory and every time information is retrieved, or an answer is generated, the original memory becomes stronger.' • We involve everyone in the retrieval process. • We enable children to check their understanding by regular self-assessment. • We quickly find knowledge we are quizzing children on. • We vary the diet (activities and tasks) and mix it up. • Strategies can be not only stand-alone retrieval exercises but should be built into daily activities. • We make it time and workload efficient. • We will provide regular opportunities for children to retrieve information in all areas of the curriculum by linking learning in every lesson to prior learning. • We will use retrieval opportunities as an assessment tool which may be used to correct misconceptions. • Prior learning will be revisited regularly. This may take place after a week, a month or a year after original teaching. The aim is to strengthen neural pathways. In effect, making information easier to access the next time you will need it.	We are developing a culture where pupils want to answer and ask questions. This is not automatic and is fundamentally difficult. By rehearsing routines, our can engage pupils in greater and more meaningful participation in class discussions. We try to include: • Cold call • No opt out • Check for understanding • Probing questions • Process questions • Think pair share • Say it better again • Choral response • Whole class response	At Oakdale we believe that subject knowledge is important but the sequence of learning is too. everything. • We're acquiring a piece of knowledge, it depends on another piece of knowledge being in place. • We start by having a very clear picture of our end points in the learning journey. • At the start of our learning we share with our children a general overview of the context of the learning and the importance of what we are learning. • This contextual learning will very often take the form of a question which demonstrates to the children the value of their work. • From this end point we carefully layer the knowledge the children will need to be familiar with in order to be successful in producing a final outcome. • At each step we check that prior learning is secure before moving on. For some learners this may involve some pre or post teaching before the next lesson.' • Prior learning needs to be put in context and connections made to new or existing knowledge. • Children will be clear about what they already know and how new knowledge fits with this. • We clearly model what to do and how to be successful through physical demonstration and modelling. We narrate this process. • We gradually allow children to work independently and check throughout a lesson how well children are doing. • We provide clear scaffolding for some children to enable them to achieve the same end points as others.	Dylan Wiliam suggests that in approaching a learning goal unless we know where we are going we will never get there. Deliberate practice means practising with a clear awareness of the specific components of a skill we're aiming to improve and exactly how to improve it here • We are explicit about the subject specific skills we are teaching. • We build these skills lesson by lesson. • We demonstrate during the lesson how skills connect to prior learning. • We clearly explain what is expected of the children and what we want them to do. • We model the learning, showing them how it's done. We explain what we are doing and why we are doing it. • Unnecessary information needs to be removed and we need to focus on what is essential. • The key feature is that the material is fully explained, as opposed to a sneak hint or a probing question. • Directly teaching the material helps children to process just the relevant information and reduces the mental processing associated with figuring it out. • Fully explaining the material to children gives them resources to think about as they carry out future tasks. • By contrast, children will struggle and fail when are given these tasks that assume knowledge and skills that they don't yet have. • We provide guided practice time • We formatively assess throughout the sessions and re-guide the learning. • Children are provided with opportunities to practise subject specific skills. We ensure that we talk about these skills explicitly – LO's will help with this • We ensure that we are consistently building children's knowledge of new content and adding interventions in as necessary • We ensure that deliberate practice is purposeful and systematic • We have high expectations of all children – aim to excel	At Oakdale in our teachers set clear learning goals and consistently talk about what excellence looks like. Royce Thompson suggests that child are next to "carry around 'success criteria'" something they can visualise and make sense of, using it as a support to help construct their own model of exemplary work. • Our teachers should always model high standards and expect children to aim for this standard. • We will present high quality RAROLs which are presented in a manageable chunks. • Our teachers and children discuss and evaluate what makes their chunk excellent. • Our children will then work to replicate excellence in their own work – they will be able to talk about the elements needed to be excellent. • Aim: negotiables for excellence include sentence structure, correct topic and key word spelling and handwriting. • Our expectation is that teachers model really well, give time for guided	At Oakdale in our teachers 'regularly assess pupils' prior knowledge, learning barriers and needs, using formative assessments to monitor progress and adjust teaching strategies'. (Oakdale Whitepaper, 2024) This may include : • Connecting new content to that which is in place. This may involve exercise prior teaching • Balance new content against revisiting prior learning to help pupils master important ideas. • Adapt lessons so all pupils can meet high expectations without creating divisive group tasks. • Provide appropriate scaffolds which can be gradually removed as learners become more competent. • Use high quality resources which manage cognitive load and provide appropriate challenge to support learning. • Be aware of and address specific SEND needs by reasonably adjusting teaching strategies and resources. • Use targeted questioning to assess individual pupil understanding. Close learning gaps accordingly. • Adapt explanations and explanations to ensure that all students understand. Use clear and varied methods. • In Lube extra practice and revision sometimes explanations to support deep learning and mastery.	'Walk through the learning process: John Tennant 2017 says that, "You need to model explicitly the mental processes involved in learning which we, as teachers, sometimes take for granted. When we model/'live' in front of the class, we can explain learning processes and narrate our thinking throughout." • Our teachers walk through the learning process themselves, showing children how to do things. They will highlight key points and show the thinking that underpins the process. • This might include making implicit decisions explicit, verbalising their thinking as they go. • The process would be modelled in stages and live modelling would take place at each stage.

Appendix 4

Dalestorth Monitoring Summary Report – Version 1

MONITORING SUMMARY REPORT

Monitoring focus: To see the impact of …….

Date of Report – **Report by –**

Teacher – **Year group -**

Key Strengths	Needs attention	Any recommended Action	Timeline	Impact

Other evidence / points for discussion

Appendix 5

Dalestorth Monitoring Summary Report – Version 2

Teaching and Learning Observation Record	
Teacher:	Class:
Date:	Observer:
Subject:	Focus:
How does the teacher explain the knowledge and concepts to the pupils in the class? Are the pupils encountering new skills or knowledge? How does the teacher check and extend pupils' understanding of vocabulary? Is the mode of communication clear, visible and inclusive? What works (concrete examples, dual coding, whiteboard) Do misconceptions crop up and are they addressed? How does the teacher attempt to make the learning sticky? Do staff explain what pupils are learning rather than how they will go about completing a task?	
What are the successful techniques used for modelling processes and or techniques to pupils? Is the mode of communication clear, visible and inclusive? Are pupils presented with high standards of presentation? Can the model be replicated and extended by pupils? What happens to the model – can it be revisited by the pupils?	
Are there opportunities for pupils to practice? Are pupils engaging in deliberate practice that improves their work and understanding? Do the practice activities encourage the pupils to think hard? How long are the pupils given to work?	
How does the teacher question pupils? How are questions used to assess understanding? Who is asked and who responds? Do pupils find the questions challenging?	
How does the teacher feedback to the pupils both in class and in their books? Is there immediate verbal feedback? How are pupils responding to the written feedback? How clear, specific, actionable and positive is the feedback? Are pupils now applying earlier feedback?	
Describe the challenge given to the pupils How are pupils encouraged to think? Do pupils have high expectations of what they can achieve?	
And What did the pupils say about the lesson? What are pupils able to say they are now better at? Describe the learning culture within the class. Was it a safe and stimulating learning environment? What will you the observer take from this lesson?	

Appendix 6

Policy for Presentation, Marking and Feedback

'Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.'

(Sutton Trust 2015)
High quality marking and feedback (in all forms) is one of the most significant factors in moving children on in their learning (+8 months). All feedback should purposeful and appropriate to the year group, task and ability of the child.

Aims

- To ensure consistent marking is applied across the school, impacting on pupil progress.
- To ensure that children are involved in the marking process, self-evaluation and assessment for learning and that they have the chance to edit and refine their work and understand their targets and next steps.

Who marks work?

- The class teacher must take responsibility for ensuring that pupil's work is marked in accordance with the school's policy.
- Teaching Assistants may mark the work of pupils they have been working with or under the direction of the class teacher and following the school policy.
- Teaching Students on placement should mark as part of their professional development under the guidance of the class teacher and school policy.
- The above applies to trainee Teaching Assistant students on placement, with the exception of writing and they must be trained in line with school policy.
- Pupils where appropriate can mark their own work or another pupil's (for example mental maths tests) but the outcomes must be checked by the class teacher.
- Supply Teachers will mark work following the school policy and should seek advice if needing clarification. They will have marking guidelines on their supply teacher information leaflet. They should identify they have marked the work also by writing the initials ST as per this policy.

Verbal Feedback and Live Marking

When appropriate, the children will be given verbal feedback during and at the end of a session. This may be in addition to written feedback in their books. The verbal feedback will take the same form as written feedback; consisting of praise as appropriate and areas needing further work or extension. We aim to mark children's work during the session, where possible, so they can receive instant feedback and any misconceptions can be addressed immediately.

Setting out of work

Any piece of work whether it is writing, grammar, punctuation and spelling, comprehension, maths or any form of other curriculum area must have a learning objective.

A learning objective should focus on the skills that need to be learned rather than what children are doing. These should be taken directly from the progression documents

e.g I will recognise the difference between the past and the present.

Then use a title for the context

e.g. **Modern toys and Victorian toys**

Design them to be clear (language), specific (skills being learnt) and desirably difficult (achievable for all support and challenge through success criteria).

Context free learning objectives supports transferrable learning.

Steps to success break down learning objectives and scaffold the learning.

Pupils are provided with a clear understanding of the end goals (objectives) and the steps to success they need to take in order to achieve that goal.

In Key Stage 1, the objective will be written on the sheet/ label ready for the children, is in Sassoon primary infant font size 14.

The year 2 chn will write their own date, like this, 24.10.22.

The year 1 chn will have the date on their label already printed.

Year 2

LO: I will write exclamation sentences.

Year 1

24.10.25
LO: I will write exclamation sentences.

When a piece of work may take place over a week, add the w.b. date, like this

w.b.24.10.25
LO: I will write exclamation sentences.

In Key stage 2 the children will write their own learning objective and date, as directed by their teacher.

In all subjects and books, the "I will" part of the LO statement will be highlighted.

e.g. LO: I will write exclamation sentences.

This is always to be highlighted using green, orange, pink to show and assess understanding of the learning objective by the teacher.

Green- Objective achieved or understanding demonstrated

Orange - As yet not secure but understanding is progressing well

Pink - Learning objective not understood so is beginning

A requirement is that those pupils who are marked as pink or orange have an additional opportunity to review or re-visit the learning objective covered at some point in the future. Planning may need to be altered as appropriate to the needs of the children and the feedback.

Children highlighted as pink we would expect to have had some form of intervention to ensure any understanding or learning gaps have been attended to.

Writing

- When editing writing, sentence cohesion comes before spelling. Please pick up any punctuation errors and key word/topic spellings and ask children to go back to correct them in red pen/pencil. Staff should then check red pen/pencil work has been completed correctly.

Maths

- KS1 — Ensure number reversal is picked up and addressed. Some children need a visual reminder on number formation on the L.O label (see template on the server - mathematics) or using the flap inside books.
- KS1 and KS2 focus on vocabulary when children are responding to word problems/ reasoning problems. Use stem sentences and knowledge organiser to address these. In KS2, there should to be an emphasis on word problems as well as reasoning problems.
- Ensure there is evidence of retrieval practice in books e.g. memory maths/ 5 -in-5

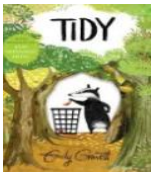
Science

- Ensure that whilst we do regular investigations we focus in on certain elements before writing up a whole piece at the end.
- Use the investigation icons to support understanding of each element of an investigation.

History/Geography

- Ensure that the objectives on the front cover sheets match the learning in the books.

At the end of a topic session, there may be an opportunity for children to demonstrate mastery of key concepts. This will be in the form of a question which will be based on the key text linking the learning to the concept, allowing the children an opportunity to reason using their new knowledge.

e.g. In Science 

In which season do you think this story takes place? Give two reasons for your answer.

In all areas of the curriculum, children are always to be encouraged to do their best work – joined writing, drawing in pencil and colouring with pencil crayon. KS1 children have symbols on their learning objective label in Foundation Subjects. These will also be displayed in KS2 classrooms. Rulers to be encouraged at every opportunity.

At the end of a piece of work, marking and feedback will focus on:

Bubbles (*only for end of block non-assessed pieces of writing, - if necessary*) - identifying successes.

Wow what an amazing piece of descriptive writing! I love your use of similes and metaphors to create a powerful image in the reader's head.

Blocks - points for improvement.

Use commas in a list like this: You will need glue, a net, scissors and string.

Triangles - additional challenges or require a response to marking.

Can you re-write the * sentence to include an adverb in?

These comments will relate directly to the learning objective and the children's personal targets on rockets in KS1.

For other marking symbols that may be used within a piece of work such as spelling errors etc, please refer to the symbols at the end of this policy.

Marking by a member of staff is done in green pen. Please draw our marking symbols neatly and **write according to our handwriting policy.**

Responding to marking and feedback

Pupils need time to respond to the marking of their books.

This should happen at the beginning of the next lesson, they should get used to spending a few minutes responding to the marking, considering points raised, addressing misconceptions and trying new challenges.

Children demonstrate responses to marking, corrections or editing in red pen/pencil crayon.

Marking in writing

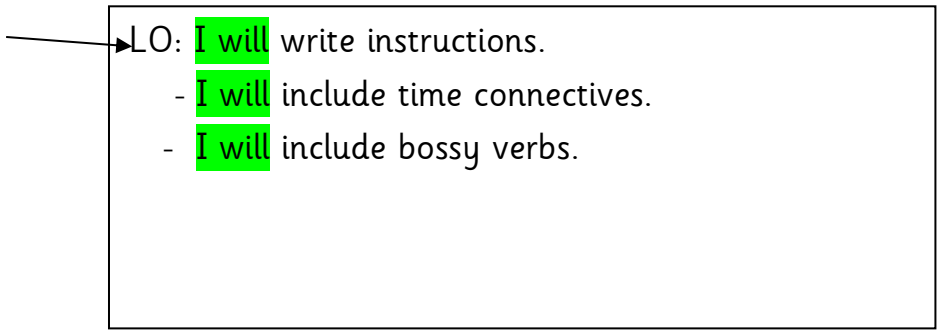
In KS1, the children will have their rocket targets with them to focus on as they write.

Year 1 – Non-assessed pieces of work in writing

Prior to the writing:

These pieces of writing will have a label with a learning objective that describes a specific writing task linked to a text type and then a dash with no more than 2/3 success criteria. (see example below)

Teacher to highlight



Years 2-6 – Non-assessed pieces of work in writing

Prior to the writing:

These pieces of writing will have a label with a learning objective that describes a specific writing task linked to a text type. Years 3-6 will write the learning objective.

LO: I will write a non-chronological report.

They will have a table of success criteria stuck in linked to the learning objective with columns containing: I think, Evidence, My teacher thinks.

Year 2-6

My Steps to Success for writing an information text  Keeping healthy **I have:**	**I think:**	**Evidence**	**My teacher thinks:**
Used a question title.			
Used sub-headings.			
Used facts to explain how something works or why something happens.			
Used my rocket targets to help me improve my writing.			

At the end of the piece of writing:

The table will be completed by the child filling in the evidence column and then teachers will respond by ticking in the columns to show whether that success criteria for the piece of work has been met.

All year groups - At the end of a non- assessed piece of writing:

1. The teacher will assess against the learning objectives and success criteria by highlighting in **green**, **orange** or **pink** highlighter as shown above.

2. The teacher will mark the work using the accepted symbols in the mark scheme. They will then use a bubble (if they wish) but they must write a block telling the child how to improve their writing.

Assessed pieces of work in writing

Prior to the piece of writing – Follow same procedure as for non-assessed writing

End of the piece of writing - Follow same procedure as for non-assessed writing, but stick in yellow assessment sheet and assess writing by highlighting this. *No need to bubble or block.*

KS1 staff will update children's individual rocket targets after the assessment, so that children are clear how to improve their own work**.**

At least 6 pieces of assessed writing are to be undertaken throughout the year.

Marking in Maths

All pieces of work to include a LO that is smart and specific.

When marking Maths, staff will highlight the "I will" part of the learning objective to show understanding as stated previously (**green, orange, pink**).

At the end of the piece of work, marking will be a block or triangle. *No bubbles are needed in maths books*. The work will be ticked or dotted if corrections need to be made.

In KS1, If the objective is a **key objective** – please show this by annotating with a **blue star.**



In Year 2, if it is an objective that would show **greater depth,** please show by annotating with **2 blue stars.**



If it is an assessment– no need to block or triangle.
Please back up work done in lessons with summative half termly assessments.
This information must then be transferred onto the maths assessments part of Insight.

In summary:

In all subjects and books, the "I will" part of the LO statement will be highlighted.

e.g. LO: I will write exclamation sentences.

Maths - block or triangle only

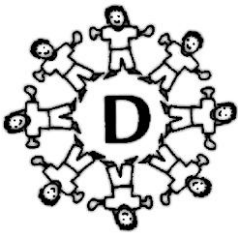
Non-assessed pieces of writing – bubble (optional) and block (required)

Assessed writing and other subjects - no blocks, bubbles or triangles required

Additional Symbols

S	Supported Work
I	Independent Work
ST	Work Marked by a Supply Teacher
//	Paragraph Break Missing
✓	Correct response/answer
•	Incorrect -time for correction needed
C	Corrected work
	Sticker Award/Top Job!
V	Verbally Discussed
SP	Spelling error – underline the word write 'SP' in the margin and the correct spelling of the word. Children to copy 3 times and add to their 'Never Ever' list

Appendix 6



Dalestorth Rules of Presentation

- Write the DATE on the left and underline it using a pencil and a ruler.
- Miss a line.
- Write the LO on the left and underline it using a pencil and a ruler.
- Miss a line.
- Start your work.
- Any question numbers go in the margin (if there is one) without circles or brackets around them.
- If you make a mistake, draw a line through it using a pencil and a ruler.
- Handwriting is always joined and is our very best.
- In Maths, we write one digit in one square.
- In Maths, we carefully form our numbers using our number formation sheets to help us.
- We always use a ruler to draw graphs, tables and charts.
- We always draw in pencil and colour in pencil crayon.

WE ALWAYS DO OUR BEST WORK!