

St Georges Learning Policy: One-page summary – May 2023

Feedback:

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

- Teachers will use the feedback guidance based on the EEF Guidance report 'Teacher Feedback To Improve Pupil Learning'. The aim of the principles is to **close the feedback loop so that pupil learning can progress**.
- Adults must have a secure overview of the starting points, progress and context of all pupils.
- Feedback will be primarily formative, may be selective, and include the use of model statements which is clear about what pupils must **act** upon. (see feedback guidance document)
- Written, verbal and whole class feedback must be **regular**.
- There must be regular planned opportunities for pupils to **act on** feedback.

Planning:

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

- Be clear and precise about the knowledge/skills you want pupils to learn, not what you want them to do.
- What is the learning intention? And then ask 'why?' Activities, including home learning, must be designed to **facilitate learning** and not keep pupils busy. Break learning down using **success criteria**.
- There must be evidence of long-term planning from agreed schemes of work and short-term planning. (see curriculum maestro)
- **Adaptive teaching (proactive)** should be planned for over time to ensure high quality teaching which meets the needs of all pupils and groups and maximises the use of any additional adult(s) in the room. **All adults** in the room must be able to identify the needs children from key groups.
- Use same day intervention (SDI) and pre-teaching so pupils keep up and don't have to catch up.
- Remember that **every teacher is a teacher of SEND** and pupils' individual needs to be planned for.
- There should be no lost learning time. This includes a flying start, with students purposeful from the beginning, appropriate pace for the intended learning. There should be the expectation of **no opt out**.
- Plans for regulation, including in response to likely triggers and scaffolding strategies should be planned for in advance.

Teaching:

Teaching is a lifetime's craft. "Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Wiliam)

- The quality of both pupils' and teachers' language, such as in razor sharp instructions and questioning, are significant determinants of progress. Make the implicit explicit.
- Teachers must be explicit about learning intentions and **vocabulary**.
- Go with the learning: implement **adaptive teaching strategies (reactive)** because the 'flow' of great progress is more important than following the lesson plan.
- Ensure that learning has stuck, through **retrieval practice** that is incisive, systematic and effective. Use no or low stakes tasks (e.g. quizzes) which assess stickability- what can you remember about X from yesterday/ last week/ last term?
- Pupils should be supported to **regulate** and engage with their learning which is matched to their needs.

Acknowledgement: