

**CITY OF ROCHESTER SCHOOL**  
**TEACHING AND LEARNING POLICY**  
**COMBINED WITH MARKING AND FEEDBACK**

*This policy, which applies to the whole school, and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. This policy is also publically available on the school website*

**Legal Status:**

- This is a statutory policy
- Regulatory Requirements, Part 1, paragraph 2(2)(a) to (j) Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.

**Applies to:**

- all activities undertaken by the school inclusive of extra-curricular activities including those outside of the normal school hours and away from the school site and
- all who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), pupils on placement, the Proprietors and volunteers working in the school;

**Related documents:**

- Learning Outside the Classroom (LOtC) - Educational visits and Off-site Activities policy;
- Special Educational Needs and Disability (SEND) Policy;
- Personal, Social Health and Economic (PSHEE) Education and Spiritual, Moral, Social and Cultural (SMSC) Development;
- Staff Behaviour Policy (Staff Code of Conduct)
- Subject Policies and Schemes of Work.

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher, being responsible for the day to day organisation of the curriculum, monitoring the weekly lesson plans for all staff, ensuring all planning is appropriately differentiated with relevant, appropriate learning objectives.
- The Headteacher along with the whole school teaching and therapy team review the long-term and medium-term planning and ensure that appropriate targets and strategies are in place. It is intended that the ongoing review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of all staff at City of Rochester School.
- The Trustees undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so requires. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date Reviewed: February 2021  
Date of Next Review: February 2022  
Version No.3  
Policy No. 12a: 002



Alicja Emmett  
Headteacher



Claire Cooper  
Chair of Trustees and Safeguarding Trustee

This policy will be reviewed no later than February 2021, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

**1 Introduction:** The following protocol is designed with our school vision in mind along with the following principles of teaching and learning which guide the work in the school:

- To Promote Learning and Raise Progress - *'The most important role of teaching is to promote learning and to raise pupils' achievement.'*
- To Develop Young People - *'It is also important in promoting pupils' spiritual, moral, social and cultural development.'*

## **OFSTED**

The aims of this document are to set out a clear set of high expectations and a common approach to teaching and learning at City of Rochester School so that teachers, parents/carers and pupils are all aware of and can work towards the highest possible standards of education. It is designed in such a way that whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at City of Rochester School to ensure that high standards are always met and therefore, the best outcomes for the pupils.

This protocol document is structured into four sections which are based on the four key areas which teaching should be understood to include:

- Planning and implementation of learning activities (part 1);
- Setting of appropriate home learning across the whole curriculum (part 2);
- Marking, assessment and feedback (part 3);
- Impact of teaching on the spiritual, moral, social and cultural development of pupils (part 4).

## **2 Planning and Implementation of Learning Activities**

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

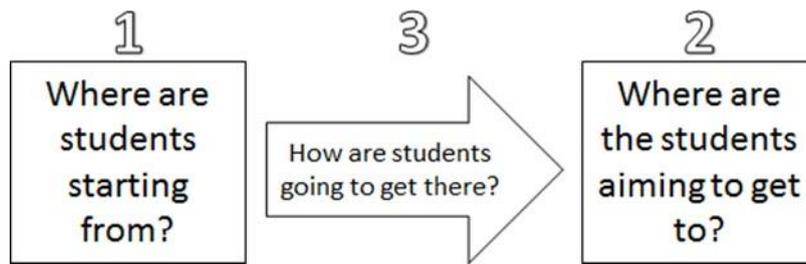
**2.2** The school has a big focus on experiential learning as it believes that children learn best by "doing". Every half-term their experiential opportunities are planned to link closely to the core curriculum thereby enabling pupils to immerse themselves in their learning and enrich their learning experiences.

**2.3** All pupils have an individualised offer in line with their EHCP needs. Programmes are bespoke, engaging and designed around the child. This in turn encourages positive attitudes and high levels of engagement.

**2.4 Schemes of Work:** The scheme of work will meet all of the criteria set out below.

- Clarify objectives, including success criteria based on assessment outcomes, thus ensuring sustained and relevant progress over time;
- Identify prior learning to ensure clear progression.
- Identify clearly the subject knowledge to be taught;
- Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their pupil;
- Include references to differentiated work to ensure all pupils are challenged in line with their ability;
- Provide opportunities for developing independent and collaborative learning;
- Detail literacy, numeracy and communication opportunities and how they will be taught;
- Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout;
- Include SMSC considerations and opportunities to develop pupil aspiration;
- Identify relevant and challenging opportunities for home learning.

**2.5 Lessons:** When initially devising a new lesson, teachers are reminded to keep the lesson focussed on the learning objectives and intended outcomes so that pupils move forward and make progress in their learning every lesson relative to their starting points. The following diagram is intended as a tool to ensure that initial planning remains clearly focussed.



Teachers at City of Rochester School should ensure that their planning allows for the following criteria to be met each lesson:

- **Use of assessment and EHCPs in planning** - Information from assessments and pupils EHCPs should be used to set tasks that are perfectly matched to pupils' prior attainment.
- **Level of challenge** - Work should be pitched at a level that is appropriate to the individual. It is challenging – success is only achievable if individual pupils work hard and try their very best. All individuals should find the tasks demanding at their own level.
- **Use of learning support** - Learning support should be highly effective in promoting rapid learning for groups of pupils regardless of their aptitudes and needs.
- **Opportunities to develop literacy, numeracy, and communication skills** – Teaching should include opportunities to develop reading, writing, communication and numeracy skills that are highly effectively taught and cohesively planned as part of the lesson.
- **Use of strategies and tasks to engage pupils** - Strategies and tasks should enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- **Pace and depth of learning** - The pace of learning should be optimised throughout the lesson as to the best effect to support pupils at the time they need such support. As a result, almost all pupils make rapid and sustained progress.
- **Use of questioning** - Questions should be designed to tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure in their knowledge and understanding.
- **Assessment of learning during lessons** - The work for each individual pupil should be adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work.
- **Marking and feedback** - Marking should be frequent and regular, providing pupils with very clear guidance on how work can be improved. Pupils need to be engaged in the process and should respond to marking as appropriate.
- **Home Learning** – Home learning should be an integral part of the lesson. It extends the learning and is treated as being as important as the lesson. However, due to the nature of the pupils at City of Rochester School – “school is school and home is home”, it is not always possible to set homework for pupils, but there are pupils for whom this is appropriate and where homework is set.
- **Progress** – Ultimately, all pupils should make at least good progress in their learning relative to their ability and starting points and demonstrate full understanding of this. For many, this is better than might be expected. Some may demonstrate exceptional achievement. Flight Paths are in place for all pupils which outline in detail the rationale behind their curriculum and the impacts of “why we do what we do for pupils”. In addition, the regular review of progress against pupil EHCPs takes place with inputs from a wide range of professionals and parents. This in turn informs the EHCP and pupil outcomes.

**2.6 Planning:** Teachers at City of Rochester School use a weekly planning sheet to plan their lessons for the coming week and they submit this weekly outline to the SLT. There is no set method for lesson planning. The reason for this freedom of choice is to allow teachers to develop their own styles and to give them the freedom to be creative in their planning so that they may feel empowered to offer deep learning experiences and un-restricted by a set lesson plan. However, whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way. Regular monitoring of teaching and learning takes place at City of Rochester School to ensure the highest standards and therefore, outcomes for the pupils.

**2.7 Monitoring:** The annual model for monitoring of teaching and learning is as follows:

- Regular learning walks – this may include a variety of formats such as ‘drop-ins’ with a shared focus, tours of the school or support calls.
- Subject review – triggered by T&L issues or examination results. These are to be used to guide support and direct challenge;

- Full observation – 3 per year. One of these will be a peer review
- Work scrutiny, every six weeks
- There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is newly qualified.
- Regular reviews of Flight Paths and Pupil Progress against the EHCP. These are done at least termly.
- All monitoring documents are held on the system “Lessons Learned” which enables the school to capture and analyse the data in one place
- For pupils on external placements, half-termly reviews are carried out on pupil progress and annual formal monitoring of the placement takes place

Monitoring of teaching and learning is quality assured through a model of paired observation and scrutinisation wherever possible. The monitoring of quality of teaching also includes a comparison to outcomes so as to give a broader picture of the success of teaching over time.

**2.8 Support for Teachers:** Staff are supported in improving their teaching in the following ways:

- Tours of strength (observing good practice from colleagues)
- Coaching triangles (teachers working in small groups to enhance their own practice)
- Development time targeted continuing professional development (CPD) sessions
- Observing good practice at partner schools
- External courses when necessary
- Book moderation and standardisation activities.

**2.9 Pupil and Parent Involvement:** The views of pupils about lessons will also be sought as part of a pupil voice subject review. Parents have a considerable contribution to make to their child’s success in school. They are strongly encouraged to review school books, support their child in responding to their teachers’ feedback and create the right environment and routines at home to enable homework to be completed where appropriate. Liaison with the school is encouraged and this feedback is canvassed through the monthly Parental Advisory Group.

### **3 Reading. What are the Effects of Reading on Child Development**

**Rationale:** Numerous pieces of research have discovered the profound benefits of reading for a child’s development. This includes:

- 3.1 Assisted cognitive development.** Cognitive development refers to how we perceive and think about our world in reference to our intelligence, reasoning, language development, and information processing. By reading to children, you provide them with a deep understanding about their world and fill their brains with background knowledge. They then use this acquired background knowledge to make sense of what they see, hear, and read, which aids their cognitive development
- 3.2 Developing empathy.** When we read a book, we put ourselves in the story in front of us. This allows us to develop empathy as we experience the lives of other characters and can identify with how they are feeling. Children can then use this understanding to empathise in the real world with other people. Additionally, children will gain a greater understanding of emotions, which can help them understand their own emotions and those of others. This helps dramatically with their social development
- 3.3 Gaining deeper understanding.** A book can take us anywhere: to another city, to a different country, or even to an alternative world. By reading a book, a child learns about people, places, and events that they couldn’t learn otherwise. This gives children a deeper understanding of the world around them and cultures that are different from their own
- 3.4 Building stronger relationships.** If a parent /teacher reads with a child on a regular basis, then they will undoubtedly develop a stronger relationship with them.
- 3.5 Reading Reward Scheme:** All pupils in KS1-3 participate in the Reading Reward Scheme. At KS4 & 5, the subjects have a range of higher learning activities including weekly tasks linked to their learning and GCSE pathways. The library is fully stocked and the use of myOn is being developed which is a pupil-centred, personalised literacy platform that offers every pupil unlimited access to an enhanced digital library.

## 4 Marking Assessment and Feedback

**4.1 Literacy and numeracy issues:** Numeracy and literacy should be corrected in a way which is appropriate to the needs of the pupil. However, where a pupil's work is littered with errors it might be best to focus only on a limited amount of mistakes so as to maintain a focussed and positive marking process. Pupils may be given time to complete corrections. The codes are designed to standardise our approach to highlighting literacy and numeracy issues. The code is designed that it might be used in a variety of curriculum areas.

**4.2 Presentation of work:** It is important that pupils are encouraged to present their work in an acceptable and professional manner. The following are minimum expectations for written work. There is clear guidance for staff on how a pupil book should be laid out (appendix 01)

**4.3 Experiential Learning:** Separate books for Experiential Learning are kept to capture the visuals and experiences of pupils engagement. This is because although the school aims to match up the topic being taught at the time with the experiential, this is not always possible. These books are used in classes across all subjects. There is clear guidance for staff on how the Experiential Books should be laid out (appendix 02)

**4.4 Marking frequency:** Formative – Teachers are expected to use their own professional judgement when deciding on the regularity of their marking, depending on the number of lessons and nature of subject. However, the following guidance will be insisted on when marking is identified as an issue for a particular teacher or department.

- Subjects where pupils have three or more lessons per week: at least one example of formative assessment every two weeks.
- Subjects where pupils have less than three lessons per week: at least one example of formative assessment every three weeks.

**Summative** – For each year group, there are two (or three for year 11 only) agreed examination windows where pupil work will be summatively assessed. **Home learning** – Feedback from home learning must also be prominent in pupil files/books.

**4.5 Pupil and Parent Involvement:** The views of pupils about marking and assessment will also be sought as part of a pupil voice subject review. Parents have a considerable contribution to make to pupils' success in school. They are strongly encouraged to review their children's school books, support pupils in responding to their teachers' feedback and create the right environment and routines at home to ensure that pupils are ready to come to school every day.

## 5 Spiritual, Moral, Social and Cultural Development of Pupils

**5.1 Rationale:** School is about far more than learning the curriculum. Spiritual, Moral, Social and Cultural development is the term used to embrace this broader dimension. It ranges from teaching in religious studies and citizenship through to relationships and education and a wide range of extra-curricular and out-of-school activities. Importantly these vital dimensions of life and growth should be present across the entire curriculum.

**5.2 Spiritual development:** To help pupils in their positive spiritual development, all lessons and additional learning activities should be designed, wherever possible to:

- promote pupils' self-esteem by valuing and rewarding their achievements;
- encourage pupils to reflect on their learning and allow them to question and explore;
- provide opportunities in and out of lessons for them to discuss and exchange views;
- be supportive of those who seek faith or wish to strengthen it.

**5.3 Moral development:** In order for teaching and learning to be effective, pupils at City of Rochester School must adopt a shared moral code of respect. This moral code is taught through form time activities, assemblies and through the Personal, Social, Health, Citizenship Education (PSHE) curriculum days.

- The necessity of and the importance of following appropriate rules is seen as vitally important in setting an orderly learning environment.
- Pupils are encouraged to take on responsibility for their own learning and for that of others through peer support.

**5.4 Social development:** As part of engaging lessons and activities, pupils are expected to interact with their peers and other members of the community. Consequently, their social development is of great importance. When planning teaching and learning activities, staff should always try to promote an environment where there is:

- a willingness to co-operate with other pupils by balancing individual and collective needs;
- a readiness to celebrate others' achievements;

- a feeling of mutual respect and tolerance;
- a culture where pupils aspire to achieve!

**5.5 Cultural development:** As well as developing an awareness of their own cultural roots, pupils should also be able to appreciate the diversity and evolution of cultural traditions. In comparison to other local schools, City of Rochester School has a limited cultural mix of pupils. Therefore, it is particularly important that the following should occur as part of their learning journey:

- in lessons, assemblies and tutorials pupils should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact;
- further opportunities for the above should take place in extra-curricular activities and school trips

**5.6 Monitoring of spiritual, moral, social and cultural development of pupils (SMSC):** In addition to the above considerations that take place when planning teaching and learning experiences at City of Rochester School, some aspects of the SMSC agenda are explicitly taught in lessons. This is audited annually by the Chair of Trustees to ensure that pupils are given the appropriate information and guidance on essential topics that may help pupils to be successful learners, confident individuals, responsible citizens and effective contributors.

**6 Monitoring:** Compliance with the policies and procedures laid down in this document will be monitored by the trustees. The trustees are responsible for the monitoring, revision and updating of this document on a 1 yearly basis or sooner if the need arises.

**7 Equality Impact Assessment:** This document forms part of City of Rochester School's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics, as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development this document and its impact on equality has been analysed and no detriment identified.

City of Rochester School  
Pupil Books Non-Negotiables



✓ Books should be colour coded to the subject:

- **Blue – Maths**
- **Red – English**
- **Yellow – RE**
- **Green – History**
- **Orange - Geography**
- **Purple – Science**
- **Pink – PSHE**
- **Black – Art**
- **Navy – PE**
- **Buff – Individual Project**

**The following documents in this order should be evidenced in pupils' books:**

- ✓ The two stars and a wish explanation should be placed inside the front cover of the exercise book (FIG 1)
- ✓ The marking for literacy – English Marking Codes (if appropriate) should be placed inside the front cover of the exercise book (FIG 2)
- ✓ Knowledge Mats should be placed at the very beginning of the topic as these will contain key facts and information that pupils need to have a basic knowledge and understanding of a topic
- ✓ The pupil outline scheme for the project/unit/topic should be placed on the page before the pupils' work. Pupils should tick and date these off as they are completed. (FIG 3)
- ✓ At the beginning of the project/unit/topic, the success criteria template detailing the expectations for the pieces of work should be stuck into the book (FIG 4)
- ✓ Following completion of the work, the pupil and teacher should assess the standard of the work using a trafficlight system (upper school):
  - Red (Awareness)– the pupil needs to carry out further work until the topic is fully mastered
  - Amber (Participation)– the pupil needs to carry out further work until the topic is mastered
  - Green (Mastered) – the pupil has mastered the topic

- ✓ If a red or amber colour has been used by the teacher, this means the wish symbol, the teacher needs to explain what the pupil needs further master the concept.



that against  
to do to

- ✓ On FIG 4, the teacher should always indicate if the pupil carried out the work independently, as part of a group or with support

Pupils' work should always be presented as per the examples. This means that:

- The date should always appear on the top right hand side and be underlined
- Pupils should write in pen in KS3 and 4 (except in Maths)
- Mistakes should always be crossed out using a ruler – tippex should not be used
- Pupil feedback if not on the template, should always be in green pen and the two stars and a wish approach should be used
- Any handouts should be glued into the book as per the example shown
- If the pupil is not able to produce any actual evidence of their work, then photographs should be taken of the pupil by the teacher with a full explanation of what the pupils is doing and how this meets the success criteria
- Pupils should always respond to feedback. The first part of your lessons every day should be taken up with pupils revisiting work if they need to

## FIG 1

### MARKING - TWO STARS AND A WISH



Well done! Read what your teacher has written



Can you improve your piece of your work? Read what your teacher has written to help you.



FIG 2

ENGLISH MARKING CODES:		
Code		Meaning
<b>Green Highlight</b>	Good work	Up to 3 good things will be highlighted
<b>C</b>	Capital letter missing or in wrong place	<p><b>Up to 3 of these mistakes will be marked in your work.</b></p> <p><b>You will need to correct them!</b></p> <p><b>The teacher might correct some for you, if you find it particularly tricky.</b></p>
<b>P</b>	Punctuation missing or in wrong place	
//	Start a new paragraph	
○	Can you think of another word?	
^	A word has been left out or an ending is missing	
~~~~~	This does not make sense	
<b>SP</b>	Spelling error	

**FIG 3** – to be put into the books at the very beginning of the pieces of work to outline what evidence the books should contain and what the pupils will be doing

Week	Key Question/Activity	Activities	Date completed
1	What characterises a superhero and/or a super-villain?	Examine a range of images, texts and film clips used to design a superhero and a super-villain to eventually become the main characters in their own superhero stories	
2	What are the key features of a stereotypical superhero story?	Students create an advertisement in role then use skimming, scanning, inference and deduction skills to elicit main features of a superhero plot	
3	How do considered vocabulary choices create a range of effects in writing?	Analysis of extracts from novels and graphic novels to enable students to create a section of their own superhero stories in two different forms	
4	What is the director's role in film-making and how does mise-en-scene create effects on the audience?	Study of film clips to support students in creating either a storyboard or a filmed scene from their stories, making carefully considered visual and audio choices as directors	
5	How does a director use mise-en-scene to ensure that the audience fully understands the key messages of his/her film?	Students write an analytical essay using PEE techniques	
6	This week should be spent further developing one task from the scheme; choice of this key piece of work will depend on strengths displayed by class over past five weeks.		

**FIG 4**

**Upper school LO**

Date:	Independent	Group	Supported
Learning Objective:			
Success Criteria:		Pupil	Teacher
1.			
2.			
3.			
Super-Stretching:			

Primary School LO

CT = class teacher  
 1:1 = one to one support  
 CS = class supervision  
 I = independent  
 GW = guided writing  
 VF = verbal feedback

Date:					
LO:					
<b>Success Criteria:</b> What do I need to do to meet the LO?					
<input type="checkbox"/> 1.					
<input type="checkbox"/> 2.					
<input type="checkbox"/> 3.					
Super stretching					
How did you find the work? 😊 😐 😞					
CT	1:1	CS	I	GW	VF
Blue	Green	Yellow	Red		
Emerging		Developing		Secure	

Linked to zones of regulation, what zone are you currently in?

Linked to SIMS assessment criteria

FIG 5

**KS2 English Book Expectations**  
Presentation and developmental feedback

I will write the learning intention or title in the left hand corner, on the line and underline it with a ruler.

I will write the long date in the right hand top corner and underline it with a ruler.

Friday 28<sup>th</sup> June 2013

I To be able to use descriptive phrases effectively

The white milky moon shone upon the neon stars. ~~Glaring~~ Glaring in the shadows of the darkness stood a tall figure. The clouds crept down as they turned to the misty guarding dark stranger. Newspapers rolled carelessly as the ~~as~~ rusty cars roared like a hurricane. The huge traffic lights stood tall like colossal sky scrapers.

I will cross any mistakes out by putting one line through them (using a ruler).

I will present my learning neatly by using the cursive script and writing on the lines.

You have used some fantastic adjectives and verbs in your descriptive paragraph.

To improve your writing, look at the sentence I have underlined and add an interesting opener. You could look at the learning wall to help you.

Majestically, the huge traffic lights stood tall like colossal sky scrapers.

I will glue any learning in neatly at the top of the page using the lines to help me.

I will carefully read all feedback and respond to it.

# KS2 Maths Book Expectations

Presentation and developmental feedback

I will write the title/learning intention in the centre, on the line and underline it with a ruler.

I will write the short date in the top right hand corner and underline it with a ruler.

21 06 13

Investigating Honey

Which is the best deal?

	price	offer	I want
	£1.50	2 for £2.50	2 boxes
	80p	5 for £3.50	5 bars
	£1.10	3 for £3.50	3 loaves

I will glue any learning in at the top of the page and use the squares to help me.

I will draw a margin and write any question numbers on the left of the margin.

1. The offer on cornflakes is good because

$$£1.50 \times 2 = £3.00$$

So you save 50p ✓

2. The offer on dairy is good because

$$80p \times 5 = £4.00$$

So you save ~~6~~ 50p ✓

I will present my learning neatly by using the cursive script and making sure that I write only one number in each square.

I will cross any mistakes out by putting one line through them (using a ruler).

Good, you have used multiplication and shown your workings to calculate whether the offer is better value.

Look at question 2. Would it be a good deal if the offer was 6 for £4.25?  
Yes because  $6 \times 80p = £4.80$  so you would save 55p.

I will carefully read all feedback and respond to it.

<b>CITY OF ROCHESTER SCHOOL EXPERIENTIAL CURRICULUM</b>		
<b>TOPIC:</b>		
PUPIL NAME	DATE:	STAFF MEMBER:
Week No: _____		
Learning Objective:		
Observations from the session (linked to the learning objectives above)		
Please circle any additional learning intentions you observe during the session and/or capture through photographic evidence as follows:		
Social Communication	Social Interaction	
Social Imagination and Flexibility	Sensory Processing	
Emotional Understanding and Self-awareness	Learning	
Independence and Community Participation	Other:	
Reflections for next visit and actions to be taken forward:		