



Teaching, Learning, Feedback and Assessment Policy

This policy outlines how the staff, governors and parents at Hutton and Becket School's ensure that all our children get the highest standards of teaching, based on research driven practices, so that they have every opportunity to experience success and reach the aspirational standards they deserve.

'Creating a positive school environment that fosters high expectations and high-quality teaching is the collective work of principals, teachers, wider school staff and communities' (Kraft and Falken, 2020).

Adopted by: LGB July '25

Date: May '25

Reviewed:

Review date: May '27

Hutton and Becket are part of the Kaleidoscope Multi Academy Trust and the Teaching and Learning Policy is rooted in the School's Principles of Teaching and Learning and Assessment.

Creating a Positive Learning Environment

Children are more likely to thrive and engage where there is a positive atmosphere of mutual trust and respect. Building solid relationships, and good learning behaviours, with the children you teach will provide the best foundation for future teaching and learning as will helping them understand their '5 ways to wellbeing' (sufficient sleep, balanced diet, learning beyond school, limited screen time and looking after their own well-being).

What does this look like in our schools?

Our behaviours policy is focused on positive reinforcements and the importance of the shared values and beliefs of our school culture.

- Staff are to be respectful at all times to children and adults
- Staff model high expectations
- Staff know each child as an individual
- All children are made to feel safe

Creating an Attentive Classroom

Creating an environment that enables pupils to give their full attention to the teacher and what is being taught, is an essential part of successful teaching. The teacher's role is to minimise potential distractions so that the child can become fully engaged in their learning.

What does this look like in our schools?

- Revision/routines / norms are consistent throughout the school to help free up working memory
- Fronts of classrooms are to be clear of distractions
- MAT behaviours used Star Sitting, Wonderful Walking, Silent Signal
- Teaching is clear, precise and of high value
- Seating arrangements are intentional
- Use of high quality modelling so children understand what is expected of them
- Adaptive teaching to limit misunderstanding
- Intentional amount of explaining depends on the starting point.

Explicit Teaching (Pedagogy)

High quality clear instruction and explanation are essential in enabling pupils to understand new concepts and in building their curiosity for future learning. When given clear and well-judged explanations of interesting topics, pupils are more likely to enjoy their learning and become increasingly curious. However, our 'working memory' is small and presenting too much new material at one time may lead to confusion. High quality, succinct and direct explanation is, therefore, a powerful teaching tool to be mastered. A highly interactive and engaging approach that secures the foundational knowledge needed for deeper thinking and academic success

What does this look like in our schools?

- Content Clarity
- Decomposition - Adaptation

- Modelling
- Faded guidance
- Responsive Teaching

Effective Assessment and Feedback

Accurate assessment gives teachers an understanding of what pupils already know and can do, what needs consolidation and what is 'unknown' - helping them to plan effectively for a child's progression through a subject. There are MAT wide formative assessments to give individual pictures and gap analysis but also for benchmarking locally and nationally.

What does this look like in our schools?

Assessment and Feedback at Hutton and Becket focuses on 'in the moment' checking in and adaptations in ALL SUBJECTS as acknowledged by the EEF as being most effective. Onerous marking of books is not used in our schools. Teachers have freedom to determine the amount of 'book marking', if any, is needed. No time consuming codes for marking are used.

- Use verbal assessment 'in the moment' to inform adaptations to Teaching
- Feedback books used to summarise key learning points from book sampling
- Exit task (post its) for children to complete at the end of lesson in 2 mins max
- Start and end of lesson quiz to determine prior / post knowledge
- Limited use of hands up to inform understanding
- Key spelling is always addressed
- Misconceptions are addressed in the moment
- Summative assessments (low stakes) to check 'sticky knowledge' used every 6 weeks to inform next directions and inform termly teacher assessments
- Summative termly assessments to benchmark attainment and progress alongside other Trust schools
- Cross schools moderation yearly to benchmark writing across trust schools and nationally

Working with Other Adults in the Classroom

All adults are the bridge to learning, being able to adapt their delivery to the child/ children. Adults will be used intentionally for whole class, group or individual teaching. Where and how adults are deployed is decided on who is best fitted to be most effective at that time and with that child.

What does this look like in our schools?

Other adults in school, mainly teaching assistants, bring a valuable element to classrooms. At Becket and Hutton, they are deployed by the Head of School and Sendco to give maximum impact to the children at most need.

- All members of staff are part of the school team
- TA's and LSA's can be redeployed regularly with the changing needs and budgets of the school
- TA's and LSA's meet regularly with SLT to have the same Continuing Professional Development (CPD) as teachers regarding Teaching and Learning
- Teachers ensure that TA's and LSA's have the resources and lesson information they need before the lessons
- 1:1 LSA's are to be overseen by the class teacher and SENDco and inclusivity is built into the child's curriculum
- All staff use a variety of strategies to support pupils and provide a scaffold for learning. Direct support may be minimal at the start of a task in order to encourage pupils to 'have a go' and build resilience. Support can be increased as required.

Presentation and book layout.

- Long date to be used at all times except for Maths
- Title / Learning Intention / Focus To be underlined **with a ruler** from year 1
- Cursive handwriting to be used from Year 2 upwards
- One square, one number in Maths books
- Handwriting expectations need to be in all subject areas.
- Pen to be introduced in Year 4. Pen to be used in Year 5 and 6 unless Sendco advises otherwise.

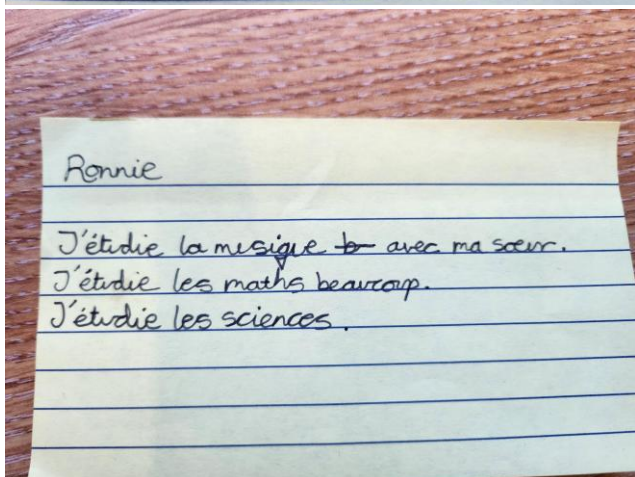
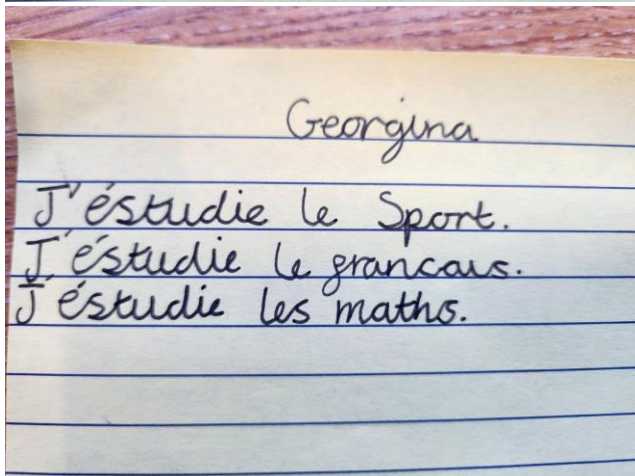
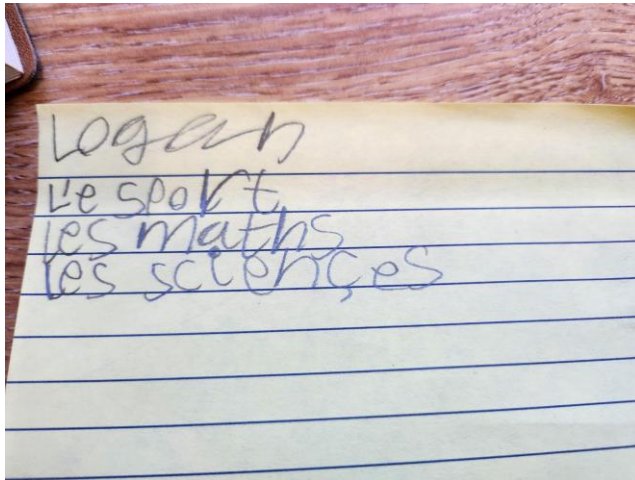
Other Linked documents:

- Behaviour Policy
- Core Principles of teaching and Learning
- Assessment schedule
- Curriculum Intention documents
- CPD Schedule

Appendix B

Exit Task:

Examples:



What to plan for next lesson:

Recap spelling of etudie

(based on the 'Principles of Teaching and Learning in our schools')
How many principles are observed is relevant to task or focus.

Class:

Date:

Observer:

Creating a Positive Learning Environment

	Y/N
Staff are to be respectful at all times to children and adults	
Staff model high expectations	
Staff know each child as an individual	
All children are made to feel safe	
Comments:	

Intentional Learning Environment

	Y/N
Revision/routines / norms are consistent throughout the school to help free up working memory	
Fronts of classrooms are to be clear of distractions	
MAT behaviours used Star Sitting, Wonderful Walking, Silent Signal	
Teaching is clear, precise and of high value	
Seating arrangements are intentional	
Use of high quality modelling so children understand what is expected of them	
Adaptive teaching to limit misunderstanding	
Intentional amount of explaining dependent on the starting point	
Comments:	

Explicit Teaching

Content Clarity	Y/N
Decomposition and Adaptation	
Modelling	
Faded Guidance	
Responsive teaching	
Comments:	

Effective Assessment and Feedback

	Y/N
Use verbal assessment 'in the moment' to inform adaptations to Teaching	
Whole class feedback forms (minimum of once a week for English and Maths; as appropriate for other curriculum areas)	
Exit task (post its) for children to complete at the end of lesson in 2 mins max	
Key spelling is always addressed	
Misconceptions are addressed in the moment	
Summative assessments (low stakes) to check 'sticky knowledge' used every 6 weeks to inform next directions entered onto Integris Hellodata mark sheets	
Summative termly assessments (Pira, NFER and Sats) to benchmark attainment and progress alongside other Trust schools	
Cross schools moderation yearly to benchmark writing across trust schools and nationally	
Comments:	

Working with Other Adults in the Classroom

	Y/N
All members of staff at Becket / Hutton are part of the school team	
TA's and LSA's can be redeployed regularly with the changing needs and budgets of the school	
TA's and LSA's meet regularly with SLT to have the same Continuing Professional Development (CPD) as teachers regarding Teaching and Learning	
Teachers ensure that TA's and LSA's have the resources and lesson information they need before the lessons	

1:1 LSA's are to be overseen by the class teacher and SENDco and inclusivity is be built into the child's curriculum	
All staff use a variety of strategies to support pupils and provide a scaffold for learning. Direct support may be minimal at the commencement of a task in order to encourage pupils to 'have a go' and build resilience. Support can be increased as required.	
Comments:	