Principles of Teaching & Learning

Our school is a beacon of light. A place where every child and adult is encouraged to shine brightly and reach their full potential. Through curiosity, courage, and compassion, we shine like a lamp in our classrooms, like a village on a hill in our community, and like shining stars across the wider world.

Principles of Teaching and Learning at Stelling Minnis CEP School

For our children to shine brightly, we have high expectations of what the learning should look like for our children and how it is delivered by our team. We promote the individual, spiritual journey, each child is on and recognise our role in nurturing this personal journey whilst our pupils are at our school. Therefore, we expect all adults to allow personal growth, whether in a lesson, at the farm or lining up for lunch!

This document outlines these expectations across the whole curriculum as well as for Maths & English & RE specifically. This document also includes our principles of feedback and marking and principles of presentation and recording in books.

This document is also supported by the Main Core Standards and SEND Code of Practice. Our curriculum is adaptive and inclusive, with Quality First Teaching underpinning our curriculum. Further ways in which our curriculum is inclusive may be found on our subject curriculum documents or on the SEND page on our school website.

Principles of Teaching and Learning across all subjects

Planning & Assessment	Strategies for learning	Resourcing	Environment	SEND
- Assessment for learning will occur throughout the lesson - Make use of live marking, peer marking, whole class feedback - Well planned lessons demonstrate key objectives and success criteria - Any scheme in place is intended to be adapted for the cohort. We expect teachers to plan the lessons themselves to achieve the best outcomes possible. - Although Powerpoints and Worksheet lessons can be useful at times, they can lead to passive engagement. Therefore, we seek to ensure lessons are well planned, engaging and active. - Planning must consider the SEN needs of the children as	- Well-prepared examples - Wagolls (what a good one looks like) - Shared Writing and shared modelling - Live editing - Use of projectors/ ipads to share live examples of children's work - Modelling may take place throughout a lesson; not just at the beginning - High Standards of presentation must be modelled and followed up - Modelling and scaffolding of lessons	- Consideration must be put into size of guidelines used (to match book) - Size and font of resources to be carefully planned - Children need to be taught how to use the resources - Resource used must be appropriate for task - Consideration must be paid to any resource that has the potential to limit a child. E.g. boxes that limit quantity of writing	- High quality working Walls: Our Corridor space is to showcase children's learning, as creative as you like! - Classroom working walls should be used as part of scaffolding the learning. - Working Walls will be in place for Maths, English, RE, Science and the Class Core Concept. - The environment will be kept clear, purposeful and tidy. - Stations will be in place for Maths & English resources to promote independence of the	- Provision Mapping and personalised plans will be created and implemented on provided templates. - Provision mapping will demonstrate personalised quality first teaching strategies - Intervention targets will be smart and achievable - All teachers are expected to know and follow the Main Core Standards to provide Quality- First Teaching for all students to flourish & shine. - Adaptive teaching strategies should be

well as children who are or have the potential to be greater depth.	• Lessons will see whiteboard work, talk partners, Group discussion, ICT etc	• If a class has the support of a Teaching Assistant, they will be deployed effectively	children with well-thought out resources	used for those students with SEND
• Insight will be used to RAG rate against objectives and upload data. Little Wandle Tracking will also be used if relevant to cohort.	• Use "Hooks" to gather interest and engagement	• See book guide further down this document to check which books to use	• Checks will be carried out to ensure the child's perspective is considered	• Adaptive strategies could include pre teaching, revised language/ terminology, visual timetables, now and next boards etc
• Planning will allow for children to be stretched throughout a lesson	• Recall/ retrieval on every lesson	for which subject and expectations	• Classroom environments need to reflect our vision and our behaviour Policy. Shining stars and values must be visible and referred to.	
• Timetabling will ensure coverage with no wasted moments	• Ping pong teaching to address misconceptions or errors and build the learning throughout a lesson	• Classrooms have a comprehensive range of resources to support across the curriculum, however teachers also create and adapt resources to support learning	• An environment with SEND in mind. We expect our classrooms to be at the least autism and dyslexia friendly	
• Tasks will be differentiated eg. Early morning work- should all children be doing the same task?				
• Planning will refer to curriculum documents to ensure that knowledge is continuously being built upon and skills developed				
• English, CLPE, Little Wandle & Complete Comprehension & Spelling Shed				
• Maths- White Rose				
• Science-Kent Scheme				
• Computing & Spanish- Twinkl				
• Music- Charanga				
• DT,A&D, History & Geography- Stelling Minnis Bespoke Curriculum				
• PSHE- Jigsaw				

Principles of Feedback and Marking at Stelling Minnis CEP

Stelling Minnis CEP School recognises the importance of feedback as part of the Teaching & Learning Cycle. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Our procedures are underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Stelling Minnis CEP School understands that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key principles
- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- we understand that feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback (human connection) – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Feedback codes		
✓	Tick where appropriate. All Maths questions should be ticked to inform assessment. Ticking may also be part of acknowledge marking. Stickers & Stamps may also be used as part of acknowledgement marking. To demonstrate how successful a child has been against the LO and success criteria, us the following ticks against the LO ✓ Objective Not Met ✓✓ Objective Met ✓✓✓ Objective Exceeded	
●	Error- child should be allowed the opportunity to make a correction next to an error. Children should not rub out their errors. Mistakes should be a celebrated part of the learning process	
S/ TS/ I	Support Teacher Support Independent This is important so that assessment is accurate ad based on independent work. This may also be used to indicate a shared opening to a piece of writing.	
sp	Spelling. Allow children time to explore a correction or give a prompt. E.g is there a missing letter? Be mindful in KS2 that children to be able to edit their spellings themselves.	
● 🖊	Pupil editing in green pen	