KINGSTONE ACADEMY TRUST

APPROVED DOCUMENT

Teaching & Learning and Marking & Feedback Policy	
Relevant School/s:	**KHS**
Policy Officer:	**A Holmyard**
Approved By:	**Delegated**
Date of Review:	**September 2026**
Next Review:	**Every three years**

1. Intent

To create a community of learners who are inspired through **high-quality, passionate teaching** and **integrated support**; all achieve success because of this **positive, learning environment.**

At Kingstone High School, our aim is to provide an outstanding learning environment for our students to thrive in. We want our teaching experts to impart their passion, knowledge and understanding to create a learning environment that generates curiosity, enthusiasm and engagement.

2. Implementation

At Kingstone High School, we use the 'Model for Great Teaching' from the 'Great Teaching Toolkit' as a framework for high quality teaching and learning. This links with the Teacher Standards and is a summary of the best available research evidence on the things teachers do, know and believe that has the biggest impact on student learning. It serves to help teachers more easily make better decisions about what they can best do to ensure high quality teaching.

The 'Model for Great Teaching' chunks teaching into 4 key domains:

1. **Understanding the content**
   Teachers should have deep and fluent knowledge and flexible understanding of the content they are teaching and how it is learnt, including its inherent dependencies.

2. **Creating a supportive environment**
   A supportive environment is characterised by relationships of trust and respect between students and teachers, and among students. It is one in which students are motivated, supported and challenged, and have a positive attitude towards learning.

3. **Maximising opportunity to learn**
   Related to classroom management and pedagogy: managing the behaviour and activities of a class, whilst empowering teacher autonomy over styles and priorities.

4. **Activating hard thinking**
   The heart of great teaching: getting students to think hard about the material you want them to learn. This relates to 6 key elements: structuring, explaining, questioning, interacting, embedding and activating.

A Model for **Great Teaching**

1. Understanding the content

1 Having deep and fluent knowledge and flexible understanding of the content you are teaching

2 Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching

3 Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/ examples for the ideas you are teaching

4 Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching

2. Creating a supportive environment

1 Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students

2 Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care

3 Promoting learner motivation through feelings of competence, autonomy and relatedness

4 Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

3. Maximising opportunity to learn

1 Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth

2 Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied

3 Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately

4. Activating hard thinking

1 Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level

2 Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/ demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples

3 Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately

4 Interacting: responding appropriately to feedback from students about their thinking/ knowledge/understanding; giving students actionable feedback to guide their learning

5 Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting

6 Activating: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise

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Our pedagogy is also built on four core principles taken from Barak Rosenshine's Principles of Instruction (2010).

1. Present new material using small steps - **CHUNKING** – this core principle underpins our Curriculum Maps, our lesson structure and the content within the lesson. The chunking of information helps aid memory, as evidenced by the Cognitive Load Theory, and ensures students create strong schemata to support life-long learning.

2. **Provide MODELLING** – the demonstration by a teacher of how to tackle a task and talk though their thinking, to the students, is a powerful tool to support learning. This cognitive support helps improve confidence and ensures students have a strong foundation from which to build their own work.

3. **Provide SCAFFOLDING for difficult tasks** – Rosenshine talks about scaffolding as being a 'cognitive apprenticeship' with students being guided on how to achieve ambitious goals. When ready, these supports are then withdrawn; it is crucial that scaffolding is a temporary teaching support to build confidence and ambition.

4. **Check for student understanding – CHECKING UNDERSTANDING** – this is a vital part of the learning process. This is about asking 'What have you understood?' as opposed to 'Have you understood?'. There are two major aspects of this principle: a) students can elaborate their thinking and apply their knowledge in a context that is suitable and b) teachers are alerted to aspects that may need reteaching or refocusing on.

2.1 Curriculum Maps

Our curriculum maps are our essential, organisational tool that chart the journey of our students through their subjects. Our intent is to have high-quality curricula that are sequenced in a way that core knowledge is built on and spiralled back to. We understand the limits of short-term memory, so our focus is embedding core knowledge into our students' long-term memories.

Curriculum Maps have been designed in conjunction with KS2 curriculums, so there is a clear understanding of what the student has already been exposed to and the foundation from which they begin KS3. Likewise, staff are aware of KS5 curriculums that our students may choose to progress to.

We always strive to connect new learning to previous experiences and make it relevant to the real-world context (Big Picture) in which we all live.

Whenever any curriculum changes are proposed, they will be examined with three key questions focusing the discussion:

1. **What** is being taught?
2. **When** is it being taught?
3. **Why** is it being taught there/then?

2.2 Learning Journeys

Learning Journeys are overview documents that clearly show the journey of learning a student goes through from Year 7 to Year 11 in that subject. They are a student friendly document of the Curriculum Map and pinpoint core knowledge and/or assessments of that knowledge. These are superb tools in reinforcing the sequence of the student's learning and contextualising specific units.

2.3 Lesson Structure

Although some lessons will always require an alternative structure (i.e. coursework / assessment lessons), lessons should follow the below structure. This reinforces our commitment to the Model for Great Teaching and the four core principles, but also focuses on key areas that, as a school we need to develop – such as specific opportunities for reading across all subjects, checking for understanding and high quality practice and application.

The lessons can move between each of the phases many times, the approximate timings are purely a guide of how long a lesson should be in each of those phases in total.

Lesson phase	Description of task	Delivery	Approx timings
1 **Recap and retrieval task**	Here you are checking the **prerequisite knowledge** required for the upcoming lesson. This should have high success rate to build confidence and engage. Reteaching here if required.	Given out on the door or prepared for students the moment they are greeted at the door. Completed and marked collecting information to judge next steps: Is reteaching required now before moving into the learning of the lesson Or Does a plan need to be made to adjust for this later.	10 mins
Components and options: • Recall quiz • Longer recall test following targeted homework • Knowledge dump			

<table>
<tr><td colspan="4">

- Correct the mistakes
- Reteaching if required

</td></tr>
<tr><td>2 Teacher Led Phase</td><td>Here new substantive or disciplinary knowledge is imparted to the learner. This can be done in many ways, but must be well chunked for the learner.

Regular checking for understanding is to be used throughout this phase to ensure student understanding and build confidence, especially before moving to phase 3.

Each time responding to information gathered and adjusting or reteaching where necessary.</td><td>This should be aimed to be done in as succinct a manner as possible, using chunking to break the learning up and manage cognitive load</td><td>20 mins</td></tr>
<tr><td colspan="4">Components and options:

- Key vocabulary introduction and modelling
- Key questions
- Big Picture
- Introduction of content and making key notes.
- Modelling a skill
- Blank Canvas modelling.
- Watching a video and answering questions after.
- Annotating a Picture/diagram
- Introduction of metacognitive strategies
- **Reading**

</td></tr>
<tr><td>3 Pupil Independence</td><td>Here students are practicing and rehearsing the knowledge gained from phase 2.

This phase is about repetition of what has been developed in phase 2 to build fluency and confidence.

Data collected throughout or at the end to assess the development of knowledge.</td><td>High repetition work to follow models and content given in the previous work.

Regular checks for understanding by using criteria and mark schemes to assess students’ success.

Less than 80% success leading to feedback, reteaching and a different strategy from phase 2 to impart knowledge.</td><td rowspan="2">30 Mins</td></tr>
<tr><td colspan="3">Components and options:

- Repeating a skill with possible slight variations.
- Analysis of models
- Faded Practice
- Error analysis in examples (included planted misconceptions)
- Guided practice working in groups
- Write pair share
- Talk for writing part 1

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• Working alongside success criteria • practical's • Live marking • Live feedback		
4 Application	Here students are taking the knowledge from phase 2 and 3 and applying it to new context and/or reflecting on it. The phase is about students being able to manipulate the knowledge to fit new scenarios or fitting the knowledge into the bigger pictures. Like with phase 3 student success rate should be quantified and evaluated to enable reteaching and adaptation now and to curriculum in the future.	High levels of independent silent work. Content is put into a far more contextual setting and not following the obvious pattern seen in phase 3. Tight success criteria used to judge success and identify weaker areas. Substantial amount of independent time. Adaptive strategies to support those who struggled more with phase 3.
Components and options: • Exam questions • Extended writing • Success criteria to judge task against • Game situations • Building or adding to mind maps • Marking and writing quality feedback on a task. • Live marking • Live feedback		

2.4 Supporting students with SEN/D

Integrated support is a key aspect of our school's T&L intent and, as a school, we fully support the EEF's Special Educational Needs in Mainstream Schools five recommendations:

1. Create a positive and supportive environment for all pupils without exception
2. Build an ongoing holistic understanding of our students and their needs
3. Ensure all pupils have access to high quality teaching
4. Complement high quality teaching with carefully selected small group and oneto-one interventions
5. Work effectively with teaching assistants

It is crucial that within our teaching and learning environments, staff understand potential barriers that may be hampering student progress and seek to overcome

those for/with the student using the support of the SEND team and the Director of Inclusion, Clare Sankey.

2.5 Teaching Assistants and Higher-Level Teaching Assistants (TAs and HLTAs)

Many of our students are entitled to additional support in the classroom. This support is vital for students to progress within your subject; however, this can only be successful if a collaborative approach takes place.

Core subjects (English, Maths and Science) have a designated HLTA working within these crucial areas. These individuals will work with the Head of Faculty to design a support timetable that includes in class support, intervention of groups and targeted work with specific individuals. This work can/may be in addition to any intervention that the Director of Inclusion has put in place.

TA/HLTAs, in other subjects, need to understand the lessons that they are in. All staff are responsible for working together to support the student, so this means communicating with your support staff and informing them of the core learning of the lesson.

2.6 Reading

Reading is essential. Without the ability to read a student is disadvantaged, so we take supporting students to read seriously. Support for individuals and groups will be administered through the SEND team, but all students will have access to Reading lessons and the NGRT / NGST. The programme focuses on reading for please. Students who are found to be below age expected reading levels will be offered a range of support.
Lexia for those around up to around 2 years below age expected reading and Fresh Start Reading for those how have more severe reading needs. All pupils will also have two thirty minute reading sessions with their form tutors focussing on reading for empathy. Pupils will all read a book together taking turns to read parts of the text, developing both their comprehension and reading skills.

These reading strategies or NGRT are not a substitute for good teaching, which is why Reading has become a specific aspect for every lesson, every day, by every teacher. We, as experts, have to support our students in understanding language in all contexts.

2.7 Exercise books/folders/work

At Kingstone we pride ourselves on having high standards for student work. Our students have a set of clear expectations that are reinforced in each lesson, by every teacher:

- Every lesson there is an underlined date and key question – no spelling errors
- Underlining is always with a ruler
- Write in black pen (exam expectation)
- Corrections/acting to feedback in purple pen
- Always draw with a pencil (tables, graphs and diagrams)
- Neat work in the front
- Rough work at the back
- Attach every loose sheet given – glue/treasury tag/staple and it must be clearly labelled if folded
- No graffiti or doodles – if found replacement book may be given to copy up work
- Do not rip out any pages
- Exercise books and/or folders must be available every lesson
- Handwriting must be legible (ideally 8 – 12 words on a line)
- Your work must show pride and effort

Heads of Faculty, as part of their Quality Assurance, conduct reviews and book looks to ensure these expectations standards are upheld. At the start of every term, students are reminded of the expectations.

During Parent Evenings it is the expectation that the student's main work book is shown to the parent, so they can see the quality of what is being produced. Staff are expected to monitor the standard of work throughout a lesson and immediately pick up on a student who is not adhering to these high standards.

2.8 Improving Pedagogy

To improve student outcomes, we need to ensure that teachers reflect on, and develop, our own practice. Professional development of teachers is a key focus for Kingstone High School. We have invested previously in the Teaching WalkThrus (Tom Sherrington and Oliver Caviglio) package which is a selection of evidence-based and research-driven strategies that cover key aspects of teaching:

- Behaviour and Relationships
- Curriculum Planning
- Explaining and Modelling
- Questioning and Feedback
- Practice and Retrieval
- Mode B Teaching – is a broad collection of activities where students are, typically, orally contributing or working in collaboration.

2.9 Assessment

Please refer to the separate Assessment Policy.

2.10 Marking and Feedback

Feedback is provided to students using the language of Feedback and Feed Forward.

1. Feedback – acknowledge of what the student has achieved focusing on the given Success Criteria for the assessment

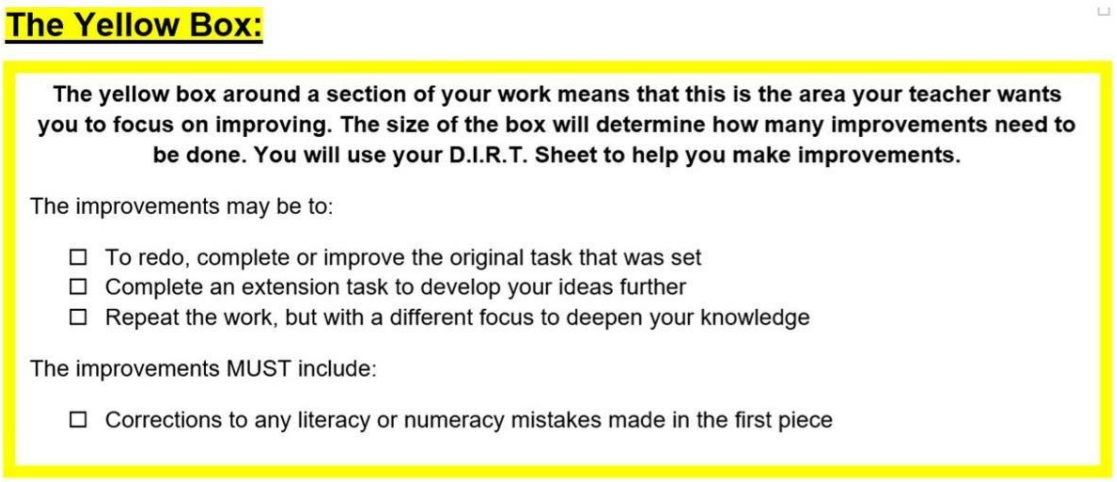
2. Feed Forward – a specific focus on how the student can move their learning on and a specific task given to help them achieve this. This could also include a how they can move their learning to the next level or grade and a clear explanation of how they can develop their work further to demonstrate a higher level of skill and application of the core knowledge.

- Students should receive Feedback and Feed Forward per term in proportion to the number of lessons they have across a fortnight. This ensures consistency among teachers, so those teaching many students less frequently mark at a similar rate to those teaching fewer students more often.
- For example, in Year 11 English, students have 4 lessons a week and students should therefore expect to receive feedback four times across a half-term. In Year 11 option subjects, students have 2 lessons a week and students should therefore expect to receive feedback twice a half-term.
- Feed Back and Feed Forward can be provided in a variety of ways (handwritten, ticked success criteria, verbal feedback etc.), however this must be inline with faculty handbooks, where there is clear rationale primarily aimed at driving progress and achievement.

Within **D.I.R.T.** (Dedicated Improvement and Reflection Time) sessions (either whole lessons or parts of lessons) students should have the opportunity to review Feedback and work on their Feed Forward. This explicit time is essential to allow students to redo, redraft, reapply etc to help them consolidate the core learning. All feedback should focus on the agreed Success Criteria that was created before the piece of work commenced.



Yellow Box – this is a specific tool we would like to see staff using to support student independence. This is a highlighted yellow box around a section of student work that you want them to tackle again following the Feedback or Feed Forward information. This could be a rewrite, rephrase or redo, but it is a targeted section of work that needs focus attention on.



The Yellow Box:

The yellow box around a section of your work means that this is the area your teacher wants you to focus on improving. The size of the box will determine how many improvements need to be done. You will use your D.I.R.T. Sheet to help you make improvements.

The improvements may be to:

- ☐ To redo, complete or improve the original task that was set
- ☐ Complete an extension task to develop your ideas further
- ☐ Repeat the work, but with a different focus to deepen your knowledge

The improvements MUST include:

- ☐ Corrections to any literacy or numeracy mistakes made in the first piece

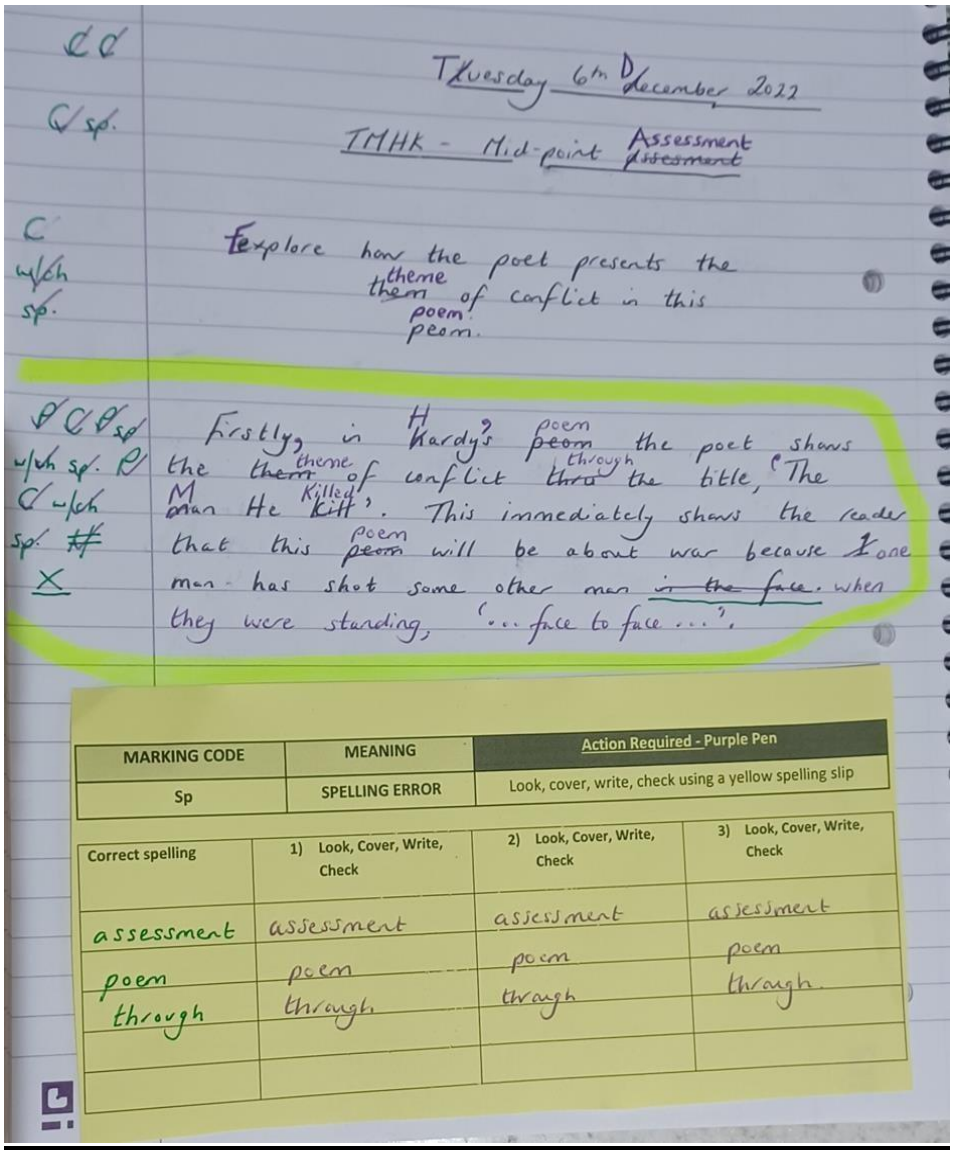
Marking Codes – every member of staff is responsible for improving literacy levels in our students, so to reinforce this staff must use the marking code symbols, where relevant, within the Yellow Box – as a minimum. The codes are placed on the lefthand side along the line where the mistake is made. To adapt this, for specific students, the area where the mistake is made can also we underlined. The codes are:

MARKING CODE	MEANING	Action Required Purple Pen
✓	CORRECT	None
✘	INCORRECT	Redo this piece of work
Sp	SPELLING ERROR	Look, cover, write, check on the yellow spelling slip Correct the spelling error on the original piece of work
C	CAPITAL LETTER	Either add, or remove, a capital letter where necessary
P	PUNCTUATION	Either add in, or remove, the necessary punctuation
w/ch	WORD CHOICE	Cross out the incorrect word/replace with the correct choice
//	NEW PARAGRAPH	Show where the new paragraph should have started
?	CLARIFY	Redo the sentence/section. Read it to someone else to check it makes sense.
^	MISSING WORD/LETTER	Add the word, or letter, in
Dev	DEVELOP	Add more detail – you could use: also… furthermore… as well as…
e.g.	EXAMPLE	Add in a specific example, quote or paraphrase to support the point you are making
#	NUMERICAL ERROR	Correct the number error
Remember: ***If you need to add to your writing, but there is not the space, use the asterisk symbol (*). Simply, add * to where you want to add information and then at the end of your work add another * and continue.***		

Spelling Slips - These are pre-printed on yellow paper and attached to the student's work when necessary. The marking symbol 'Sp' is placed in the margin to signal that a mistake has been made. It is important that students are taught the Look, Cover, Write, Check Method on the first lesson with the class teacher and this is reinforced throughout. Completing these symbol tasks is not simply a question of copying. It is also a sound idea to incorporate common mistakes into retrieval and recap practice tasks in future lessons to raise awareness and transfer to long-term memory to avoid future mistakes.

- **Staff mark in green**
- **Student responds in purple pen**

Example of marking and response -



Tuesday 6th December 2022

TMHK - Mid-point Assessment ~~Assessment~~

Explore how the poet presents the ~~them~~ theme of conflict in this ~~peom~~ poem.

Firstly, in Hardy's ~~peom~~ poem the poet shows the ~~them~~ theme of conflict ~~thro~~ through the title, 'The ~~M~~Man He ~~Kill~~ Killed'. This immediately shows the reader that this ~~peom~~ poem will be about war because ~~I~~one man has shot some other man ~~in the face~~. when they were standing, '... face to face ...'.

MARKING CODE	MEANING	Action Required - Purple Pen
Sp	SPELLING ERROR	Look, cover, write, check using a yellow spelling slip

Correct spelling	1) Look, Cover, Write, Check	2) Look, Cover, Write, Check	3) Look, Cover, Write, Check
assessment	assessment	assisssment	assisssment
poem	poem	poem	poem
through	through	thrugh	thrugh.

2.11 Relevant Links

1. Barak Rosenshine's Principles of Instruction – article presents 10 research-based principles of instruction (2012) https://files.eric.ed.gov/fulltext/EJ971753.pdf

2. Link to Kate Jones webinar about Retrieval Practice in Action (2021) https://www.youtube.com/watch?v=2onSzekitj8

3. Link to Sherrington and Caviglio's WALKTHRUs website – login for this is on page 10 https://www.walkthrus.co.uk/

4. 9-minute video of Dylan Williams speaking about Formative Assessment (2018) https://www.youtube.com/watch?v=q-myBw36_DA

5. Link to the overview of the 5 recommendations regarding SEND students (2021) https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommen dations_Poster.pdf?v=1690252729

6. Alex Quigley – author of 'Closing the Vocabulary Gap' provides 7 helpful vocabulary websites to support language acquisition in the classroom. https://www.theconfidentteacher.com/2023/01/7-helpful-vocabulary-websites/

7. Education Endowment Foundation (EEF) – Reading Comprehension Strategies - the impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehensionstrategies#:~:text=These%20can%20include%3A%20inferring%20meaning,metacog nition%20and%20self%2Dregulation).

8. EEF Blog – Shining a spotlight on reading fluency https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-onreading-fluency

9. EEF – Teacher Feedback to Improve Pupil Learning https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/feedback