

Teaching and Learning Policy



"It is not in the stars to hold our destiny but in ourselves."

William Shakespeare

To be reviewed: Annually

To go to: Curriculum Committee

Approved by Governors: March 2023



Challenge

Communication

Critical Thinking

Curiosity

Intent:

At Shakespeare, our vision is for *Quality First Teaching* in every classroom. Through extensive research—including the work of Shirley Clarke, Carol Dweck, John Hattie, James Nottingham, Rosenshine's *Principles of Instruction*, Dylan Wiliam and the findings of the EEF—we have developed a clear, evidence-informed pedagogical approach to teaching and learning (T&L). Our approach ensures consistency across the school so that all stakeholders understand expectations and pupils experience a smooth transition as they progress from year group to year group.

Our approach provides opportunities for children to become:

- **Active**
- **Challenged**
- **Independent**
- **Motivated**
- **Resilient**

These characteristics do not function in isolation; they operate together and are strengthened through high-quality collaboration and opportunities to lead learning. We believe that pupils learn best when they have ownership over their thinking, are supported by their peers, and work as part of a community where dialogue, shared reasoning and joint problem-solving are central.

Our teaching and learning pedagogy is rooted in our school values; work hard, be kind, show resilience, be respectful and aim high - ensuring that every lesson not only builds knowledge but also nurtures the attitudes and behaviours pupils need to thrive.

Alongside this our curriculum drivers—**Challenge, Communication, Critical Thinking and Curiosity**—underpin everything we aim to achieve. These drivers reflect our ambition to inspire a thirst for life-long learning and ensure pupils leave us as confident, articulate and reflective learners. Communication includes a deliberate emphasis on collaborative learning and structured talk, enabling children to explain, justify, question and guide each other's learning.

Formative assessment is central to our approach. Maintaining an active, responsive learning environment requires continual reflection on:

What do the children know? What do they need to know? How will they get there—and who can help them get there?

To create a learning environment that supports this vision, our philosophy includes:

- **Clear, shared learning objectives** developed with and understood by the children.
- **Effective questioning** to activate prior knowledge, deepen understanding and stimulate discussion—with children generating questions as well as adults.
- **Co-constructed success criteria**, enabling children to take a leading role in defining what successful learning looks like.
- **Explicit modelling of strategies**, helping children understand not only *what* to do but *how* to think.
- **Metacognitive strategies** verbalised and modelled, empowering children to plan, monitor and evaluate their own learning—and to support others in doing the same.
- **Good/bad examples** shared and analysed collaboratively to prevent misconceptions and strengthen joint understanding.
- **Mixed-ability learning**, where children select differentiated challenges independently and often work collaboratively to explore solutions.

- **Continual monitoring (AFL)** to steer learning in real time, with pupils encouraged to take increasing responsibility for identifying their next steps.
- **Guided practice and independent application**, with opportunities for pupils to lead explanations, model strategies to peers, and take ownership of problem-solving.
- **Collaborative learning at the core**, where pupils routinely share ideas, challenge thinking respectfully, and learn from one another.
- **Celebration of mistakes**, reinforcing a supportive culture where pupils see themselves and their peers as co-learners.
- **Awareness of strengths, weaknesses and strategies**, enabling children to make informed choices and lead aspects of their learning journey.
- **Structured reflection**, including peer, self and collaborative assessment to highlight what went well and identify improvements.
- **Explicit vocabulary instruction**, ensuring children use collaborative talk to explore, practise and apply key vocabulary in meaningful contexts.
- **Adaptive teaching**, ensuring each learner can access ambitious content with tailored support, while maintaining opportunities for independence and leadership.

Our intention is that all children and adults become **self-regulated learners** who understand themselves as thinkers and collaborators. We aim to develop pupils who:

- Have a **growth mindset**,
- Are intrinsically motivated,
- Embrace appropriate challenge, and
- Play an active, visible role in shaping their learning.

By placing **collaboration** and **children leading learning** at the heart of our pedagogical approach, we empower pupils not just to participate in learning, but to influence it—becoming confident, articulate, reflective individuals who support the learning of others as strongly as their own.

Implementation

At Shakespeare, the strategies that we employ in the classroom aim to develop **self-regulated learners**. Self-regulated learning can be broken into three essential components: **cognition**, **metacognition** and **motivation**.

We implement strategies that develop these three interconnected dimensions so that they continuously interact throughout the learning process. Our classrooms are learner-centred, collaborative and grounded in a supportive atmosphere where pupils take increasing ownership of their learning.

The 7- Stage Lesson

Lessons are carefully planned and resourced. As a school we have implemented the 7-stage lesson model to ensure consistently high-quality teaching and learning across all classrooms. This structured approach provides a clear sequence that promotes engagement, progression, and challenge for every learner. Each lesson begins by activating prior knowledge and sharing precise learning objectives and success criteria, ensuring pupils understand the purpose of the learning and the expectations for success. High-quality modelling and guided practice then support pupils in developing new skills and concepts, while independent application tasks allow them to demonstrate and deepen their understanding. Ongoing assessment for learning is embedded throughout the lesson to identify misconceptions promptly and inform responsive teaching. Lessons conclude with a purposeful review and reflection stage, enabling pupils to consolidate key learning and prepare for subsequent curriculum content. This consistent lesson structure underpins effective pedagogy, supports teacher clarity, and maximises pupil progress.

Active Learning and Independent Learning

An active learning environment is one which is rich in formative assessment (AFL); it has the capacity to develop cognition, metacognition and motivation—*self-regulated learners*. Active learning at Shakespeare is also inherently collaborative, giving children multiple opportunities to discuss, evaluate, model, question and support one another as they learn.

At Shakespeare, we are committed to developing pupils as confident and independent learners. Children are encouraged to take ownership of their learning by recognising when they need help, selecting appropriate strategies, and making effective use of the resources available within their classrooms. Independent learners are able to recognise their own strengths and areas for development. They monitor these continually so that they can approach new challenges with confidence and resilience.

We ensure learners have sufficient opportunity to process questions before responding. Teachers use strategies such as whiteboards, exit activities, and visual checks to ensure that *nobody is hiding*. By prioritising whole-class participation and giving learners the space to think, we strengthen collaborative learning and ensure that all children remain active, confident contributors.

Pupils are taught to draw on a wide range of tools—such as visual prompts, knowledge organisers, word banks, manipulatives, and model examples—before seeking direct support from an adult. Through regular use of these resources, children learn to problem-solve, explore alternative methods, and persevere when faced with difficulty.

At Shakespeare, children demonstrate independence when they:

- Select an appropriate level of challenge
- Carry out self-assessment
- Build their own success criteria
- Engage in peer coaching or tutoring
- Lead discussions by asking purposeful, thoughtful questions

When support is required, pupils are encouraged to ask for it appropriately and thoughtfully. Adults and peers respond by making their thinking explicit, modelling how to break down tasks, reflect on mistakes, and talk through possible next steps. This shared dialogue helps children understand that effective thinking strategies can be developed, practised, and strengthened over time.

Developing metacognitive skills is central to supporting pupils in becoming confident, reflective and self-regulated learners. Metacognition involves children setting their own goals, monitoring their progress, and evaluating the outcomes of their efforts. To achieve this, we must actively promote independence and equip pupils with strategies that help them take ownership of their learning.

Co-construction, Collaboration and Leading Learning

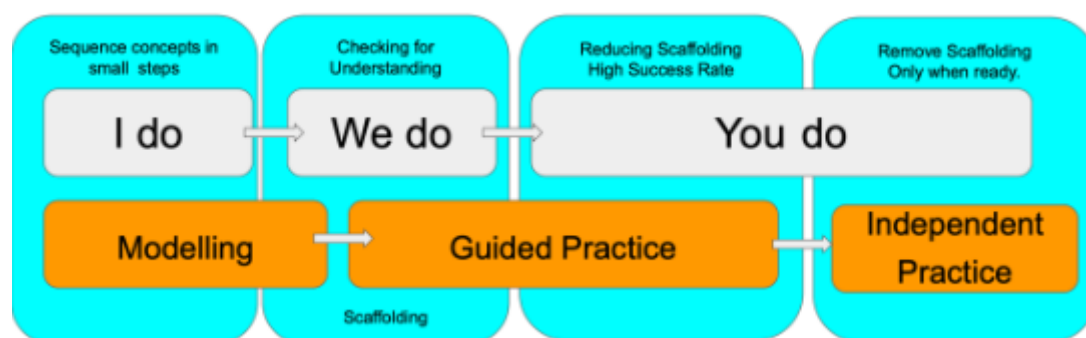
Teachers will share carefully constructed learning objectives outlining what the children need to know, understand and learn—this is cognition. Cognitive strategies will then be shared to allow children to acquire such knowledge and complete learning tasks. Throughout this, children activate prior knowledge and collaborate with peers to identify what they already know and what they still need to understand. It is critical that teachers ascertain exactly what the children already know or do not know so the class can move forward collectively.

Through meaningful collaboration with peers and teachers, success criteria (SC) are co-constructed to support the development of the cognitive strategy being taught. As part of this process, adults use **high-quality modelling** to make learning visible. This includes techniques such as “*say it better*”, where teachers and pupils refine language together to deepen understanding, strengthen vocabulary and develop precision in spoken explanations.

Teachers will also present modelled examples that contain deliberate mistakes. Through careful questioning and structured discussion, they elicit children’s understanding of where the error occurred and why. Sharing both strong and weak examples helps pupils analyse quality, deepen understanding and contribute ideas that shape the success criteria.

Lessons incorporate clear modelling, guided practice, and independent application, ensuring that children understand not only what to do but how to think. These structures support active participation, strengthen metacognitive skills, and promote increasing learner independence.

As part of the school’s pedagogical approach, teachers utilise the ‘**I do** → **We do** → **You do**’ sequence to scaffold learning effectively.



- **I do:** Teachers explicitly model the skill, verbalising decisions, predictions, mistakes, and adjustments. This modelling includes metacognitive talk and established oracy routines to make thinking visible and accessible to all learners.
- **We do:** Teachers and pupils work collaboratively through guided examples. During this phase, strategies are shared, explanations are refined, and success criteria are co-constructed or improved to ensure clarity and shared understanding.
- **You do:** Pupils apply the skill independently or with a partner, using the collaboratively developed success criteria to guide their approach. This independent practice consolidates learning and allows teachers to assess understanding.

Across all phases, the gradual release of responsibility is designed to build confidence, develop independence, and enable pupils to take increasing ownership of their learning at a manageable and supportive pace.

For example, in Y3 mathematics, children may generate their own SC while the teacher—or a pupil leader—silently models the method, or they may articulate draft SC aloud before testing them through independent or paired practice. If the SC are not effective, this becomes a powerful shared teaching point and an opportunity for pupils to lead discussion about what needs to change. Through explicit modelling, structured talk, and guided practice, all learners—regardless of starting point—develop the reflective, verbal and strategic skills required to confidently lead aspects of their own learning.

Teachers closely monitor the level of challenge children choose and offer guidance where needed. **Mid-lesson learning stops** allow timely adjustments, with pupils encouraged to explain their learning through the visualiser or iPad mirroring. This provides an immediate, shared view of thinking and strengthens metacognitive understanding.

Peer and self-assessment, along with collaborative improvement, offer valuable opportunities for pupils to articulate their cognitive and metacognitive strategies. These processes enable children to demonstrate what they know and

identify what they need to improve, supported by clear success criteria and previously modelled examples to avoid superficial comments. Teachers explicitly model high-quality peer and self-assessment to ensure consistency and clarity across the school.

Collaborative improvement builds on peer assessment and is usually carried out in small groups. Although peers offer supportive advice, the learner keeps the pen and makes the final decisions. This ensures pupils practise true metacognition—reflecting on their effectiveness—and develop self-regulation by recognising their strengths, limitations and next steps.

At Shakespeare, we have adopted the **Kagan Essential 5** across the school to strengthen purposeful collaboration. Teachers have been trained to use these simple but powerful structures effectively, creating **dialogic classrooms** where children learn through structured, meaningful talk rather than teacher-led Q&A. Research by **Johnson and Johnson** shows that the greatest learning gains come from **cooperative group work**, and the **EEF** emphasises that collaborative learning is most effective when every pupil has an active role—something the Kagan strategies secure. These routines also develop cognitive and metacognitive skills by making thinking visible through talk.



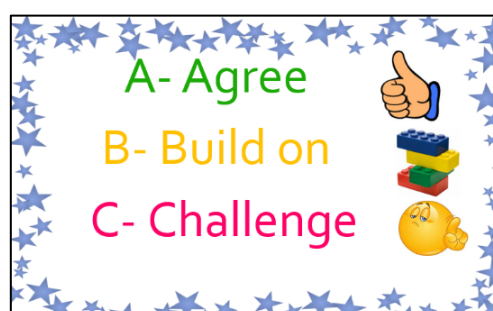
As Dylan William explains, “If you’re serious about raising achievement, participation must be compulsory,” and the Essential 5 ensure exactly that. Strategies such as ‘Rally Coach’ help teachers draw out what children know, while enabling pupils to explain or “teach back” concepts to others—an approach aligned with James Nottingham’s principle that children retain most of what they teach. Crucially, this is effective for **all learners**, not just the more able. With clear modelling and tight success criteria, pupils of any ability—including lower-attaining pupils and those with SEND—can coach one another successfully. Structured peer support, as highlighted by the EEF, helps pupils take responsibility for teaching and evaluating success, further developing independence and self-regulation.

Effective Questioning, Responsive Teaching & Metacognitive Development

Effective questioning, leading to dialogic teaching, is central to creating an active classroom and to developing self-regulated learners. Questioning activates prior knowledge (supporting cognition) but also enables children to:

- Listen to ideas
- Share strategies
- Explain their thought processes
- Challenge and build on one another's understanding

Across the school, children are encouraged to ask questions of one another and engage in discussion using our ABC strategy: **Agree – Build on – Challenge**. This structure explicitly empowers children to **lead learning conversations**, drive discussions forward and support their peers in deepening understanding.



Cold calling is used as a regular instructional strategy to promote high levels of engagement and ensure that all learners are equally encouraged to participate. By selecting learners to share their thinking without relying on volunteers, staff create an inclusive environment where every learner is accountable for listening, contributing, and developing confidence in expressing their ideas. This approach supports deeper understanding, reduces passive learning behaviours, prevents learners from hiding or avoiding participation, and helps teachers assess learning more accurately across the whole class.



Teachers and learning support staff at Shakespeare respond to learning dynamically and purposefully. Rather than rushing through content to “tick it off the list”, adults in the classroom pay close attention to pupils’ understanding so that teaching can be **adapted in the moment**. This responsive approach is rooted in *formative assessment*, ensuring that every child receives the right level of support, challenge and guidance to keep up with the learning.

Adults regularly check in with children using a range of strategies, including mini-whiteboard responses, partner talk, worked examples, the ABC discussion framework and quick retrieval checks. These methods—many of which rely on **oracy and spoken reasoning**—help teachers uncover misconceptions efficiently. Children are encouraged to *explain their thinking aloud, justify their strategies, and evaluate approaches*, providing staff with immediate insight into what children do and do not yet understand.

Teachers and support staff then use this information to offer **in-the-moment feedback**, which may include:

- Rephrasing an explanation or modelling a step again
- Providing a scaffold or visual prompt
- Prompting a child to talk through their thinking
- Pairing learners to support each other through structured talk
- Offering a targeted question to deepen or clarify understanding
- Guiding a small group through a misconception before it becomes embedded

These adaptations are designed to ensure that **everyone keeps up**, not just those who grasp learning quickly. Responsive teaching is not about lowering challenge; it is about adjusting the route so every learner can access high-quality, ambitious content.

Our **RAG system** (see Appendices 1) further supports this culture of reflectiveness and responsiveness. As children signal their level of confidence, adults respond fluidly:

- **Green:** Children may be asked to support peers, model an example aloud or explain a strategy.
- **Amber:** Children receive prompting, guided questioning or peer partnership to move their learning forward.
- **Red:** Adults provide immediate guidance, further modelling or focused discussion to rebuild understanding.



Through these practices, pupils gradually become more adept at recognising:

- Their strengths
- Their areas for development
- The strategies that work best for them

This growing awareness is the essence of **metacognition**. By verbalising their reflections, engaging in purposeful oracy, and leading aspects of their learning, children develop both the strategic thinking and self-awareness required to become fully self-regulated learners.

Ultimately, **formative assessment, in-the-moment adaptation and high-quality classroom talk** work together to ensure all children keep up, remain confident, and develop as reflective, independent thinkers

Challenging Learning

Challenge plays a crucial role in classroom learning, enabling children to develop, progress and expand their thinking. As Sherman and Key (1932) state, *“Children develop only as the environment demands that they develop.”* Without appropriate challenge, pupils are less likely to learn new strategies, reflect on their approaches, or extend their understanding of themselves as learners. Challenge is therefore essential for the development of both **self-regulation** and **metacognitive skills**.

To access an appropriate level of challenge, children must demonstrate their cognitive capabilities and evaluate their success using metacognitive strategies. Engaging with challenge requires motivation; therefore, we foster a safe, supportive environment where pupils are emotionally secure, willing to persevere and unafraid to make mistakes or take risks. Children are consistently reminded that **“the more they do it, the better they will become”**, reinforcing our Growth Mindset philosophy and supporting the development of intrinsic motivation. Novice learners may initially need additional scaffolding and extrinsic motivators before developing this independence.

For challenge to be effective, children must feel emotionally supported and motivated to persevere. At Shakespeare, challenge is designed to be **purposeful, achievable and carefully pitched**, avoiding cognitive overload while still encouraging pupils to step outside their comfort zone. Using James Nottingham’s **Teacher’s Task Model (TTM)** from *Challenging Learning*, tasks are structured so that children are stretched **within** their potential—avoiding tasks that are so difficult they become discouraging.

Before encountering a more complex challenge, children require opportunities to:

- Practise and embed key skills
- Activate prior knowledge
- Understand the foundations upon which new learning will be built

Tasks that place excessive cognitive demand on children—particularly when learning a new strategy—can hinder progress. For example, when Year 3 pupils first learn column multiplication, they are not expected to use numbers from the $\times 6$, $\times 7$ or $\times 9$ tables, as these multiplication facts have not yet been securely taught.

James Nottingham highlights the value of **collaborative learning**, where learners work together to build understanding and engage in productive “conflict of thought.” This aligns closely with Shakespeare’s learner characteristics: collaboration, resilience, curiosity and reflective thinking must co-exist for deep learning to occur.

James Nottingham believes in collaborative learning when in the 'PIT'

Pupils remember:

- 10% of what they hear
- 20% of what they read
- 30% of what audio-visual presentations
- 40% of teacher demonstrations
- 50% of what they discuss
- 75% of what they practise
- 90% of what they teach!!!!**



*If you can't explain it simply, you don't understand it well enough.
(Albert Einstein, 1875-1995)*

To thrive during such cognitive conflict, children must:

- Demonstrate resilience when ideas are challenged
- Ask effective, purposeful questions
- Justify and explain their reasoning
- Reflect on how their thinking has changed over time

The moment when a pupil reaches understanding—their “**eureka moment**” or when they move “*out of the pit*”—should be followed by deliberate reflection. This metacognitive pause helps learners recognise how their strategies, understanding and confidence have developed.

Across all subjects at Shakespeare, children are expected to:

- Explain, justify and prove their answers
- Make links to prior learning
- Demonstrate depth of understanding, not just surface knowledge

These practices foster independence, deepen conceptual understanding and build a learning culture in which challenge is embraced and valued.

Motivated and Resilient Learning

Within the culture of our school, we believe motivation and resilience are at the heart of effective, self-regulated learning. Strong relationships with staff ensure children feel respected and safe, helping them to embrace the challenges learning brings. Teachers use carefully planned, appropriately challenging tasks and higher-order questioning to make pupils think—echoing John Nash’s belief that thinking is the key to engagement. As children experience success through perseverance, they see their cognitive abilities grow, strengthening motivation over time.

We foster resilience through a Growth Mindset approach, guided by Carol Dweck’s message that belief in your ability matters as much as ability itself. Phrases such as “*You can’t do it yet*” and “*The more you practise, the better you get*” help children understand that learning takes time and effort, reflecting Einstein’s idea that progress comes from sticking with problems.

‘**F.A.I.L** – First Attempt In Learning’ is central to developing metacognitive skills. Teachers openly model their own mistakes, explaining why something didn’t work and demonstrating trial-and-error strategies. Children are recognised for showing resilience, seeking help, supporting others, responding to feedback, and improving their work after reflection. Staff also display ‘Best Mistakes’ to celebrate the valuable learning they provide, encouraging children to shift from fixed to growth mindsets through guided reflection and positive language.

Our staff at Shakespeare will be intentional in their use of language when giving oral and written feedback. In line with the EEF Feedback Model, we recognise that general praise such as “super work,” “that’s brilliant,” or “aren’t you clever” does not support a growth mindset and offers no actionable information about the task or the subject content. Such comments also do little to develop pupils’ self-regulation. Instead, staff will provide feedback that is specific to the task, clarifies subject knowledge and skills, and guides pupils in understanding the strategies they used and how they can improve. By focusing on effort, perseverance and the learning process, feedback becomes purposeful, supports deeper learning, and helps pupils take increasing ownership of their progress.

Examples of growth-mindset-aligned feedback include:

- *What made you choose this strategy?*
- *I can see the high level of effort you’ve put into this task.*
- *Have you considered adding more examples to support your point?*
- *What would have made this task even more challenging?*
- *Which part of this learning could you now teach to someone else?*
- *Well done for trying different strategies when you were stuck.*
- *I’m impressed with how you kept trying when it became difficult.*
- *Excellent editing and improving—you’ve clearly reflected on your learning.*

These comments not only reinforce a growth mindset, they also encourage the self-reflection skills needed to become a self-regulated learner. Pupils will similarly be supported in reflecting on their own effort by considering questions such as:

- *What was challenging about this piece of work?*
- *Which strategies did I use, and why?*
- *Here is an example of when I kept going even when it was tough.*
- *I can identify moments when I pushed myself and when I didn’t.*



INSTEAD OF.....	TRY THINKING....
I’m not good at this	What am I missing?
I give up	I’ll use a different strategy
It’s good enough	Is this really my best work?
I can’t make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can’t do this	I am going to train my brain
I’ll never be that smart	I will learn how to do this
Plan A didn’t work	There’s always Plan B
My friend can do it	I will learn from them

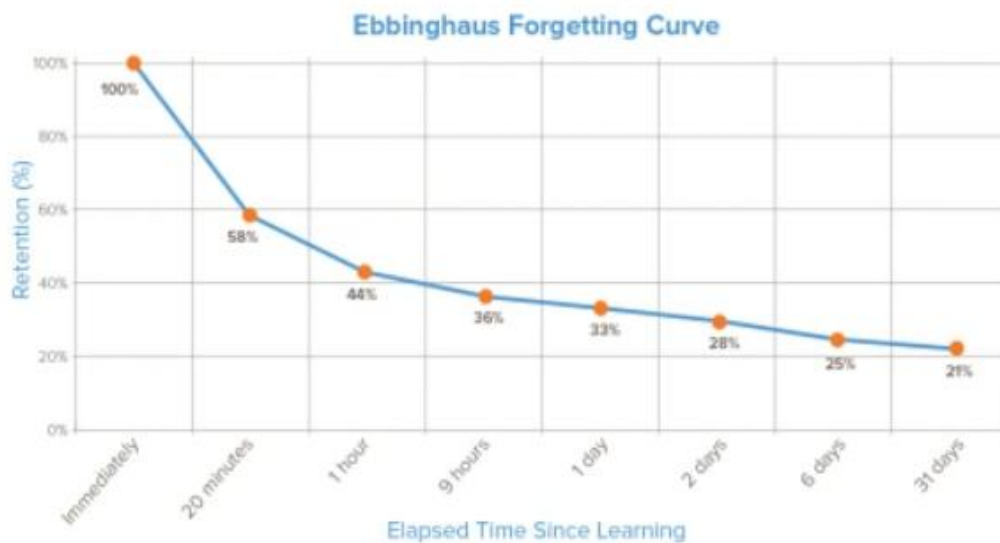
While advanced learners are often intrinsically motivated, novice learners may still rely on external motivation. For this reason, staff may award house points for behaviours that demonstrate a growth mindset. However, care will be taken to avoid overly valuable rewards, as “disproportionately high rewards can actually decrease intrinsic motivation” (Understanding How We Learn: Weinstein, Sumeracki & Caviglioli).

We believe that children who truly develop a growth mindset value not only their own progress but also the progress of their peers. For this reason, collaboration, peer support and peer coaching are integral parts of our approach.

Retrieval Practice

Retrieval practice is a fundamental part of Teaching and Learning at Shakespeare. Every lesson begins with an opportunity for pupils to retrieve prior knowledge so that new learning can build upon secure foundations. Staff use a range of well-researched strategies, many of which are outlined in Kate Jones' *Retrieval Practice: Resource Guide*.

Retrieval practice involves recalling previously learned information with little or no support. Each successful act of retrieval strengthens the memory, making it more durable and easier to access in the future. As Cooney & Horvath note, "Every time you retrieve a memory, it becomes deeper, stronger and easier to access." This process works because retrieval requires cognitive effort—what Roediger and Butler (2011) describe as the "effort from within" needed to intentionally bring information to mind, in contrast to passively re-reading or listening. Retrieval is therefore an *active* learning tool and is embedded as essential classroom practice.



We recognise three key memory systems that influence learning: sensory memory, working memory, and long-term memory. Sensory memory briefly filters information from the environment, while working memory holds only a small amount of information for a short period of time. Without rehearsal or repeated exposure, most new information is lost within 18–30 seconds. To secure learning in long-term memory, pupils must encounter content repeatedly and have regular opportunities to retrieve it. Retrieval practice is most effective when some forgetting has occurred, as this strengthens memory and deepens retention over time. Staff are therefore expected to plan spaced retrieval practice in line with Ebbinghaus' Forgetting Curve, ensuring that key knowledge is revisited at appropriate intervals to maximise long-term learning.

Therefore, continual retrieval throughout a lesson—through discussion, questioning and short tasks—is more effective than a single isolated activity. Revisiting learning at different points allows pupils to refine connections and strengthen understanding. Retrieval practice also supports metacognition by helping pupils recognise what they know securely and what needs further attention.

Retrieval practice, combined with spacing and interleaving, is a cornerstone of effective learning at Shakespeare. Through our carefully sequenced curriculum, pupils revisit and build upon essential knowledge in a structured and intentional way. By embedding these strategies into every lesson, teachers help pupils to transfer knowledge into long-term memory, develop metacognitive awareness, and build stronger, more connected understanding across the curriculum.

Teachers at Shakespeare carefully incorporate **spaced practice** and **interleaving practice** into lessons and units of work to maximise long-term learning.

Spacing means revisiting information after a suitable gap, allowing some forgetting to occur. This increases desirable difficulty and makes retrieval more powerful. If retrieval happens too soon, pupils may rely on short-term memory; if it happens too late, the learning may need to be relearned. Teachers therefore plan retrieval opportunities with an awareness of **Ebbinghaus' Forgetting Curve**, ensuring that content is revisited at increasingly spaced intervals.

Interleaving involves mixing up different topics or types of problems rather than studying them in blocks. Switching between content encourages pupils to think harder about what strategy is needed and prevents the illusion of learning that can occur when tasks are too similar. Interleaving also strengthens memory by requiring pupils to discriminate between ideas.

Examples of interleaved retrieval might include:

- Quizzes containing questions from last lesson, last week and last term
- Maths warm-up involving different types of calculations
- Science recap drawing on multiple units
- Mixed-topic vocabulary recall in languages or English

Retrieval Activities

Teachers use a variety of retrieval activities to keep practice low-pressure, engaging and cognitively rich. Examples include:

Low-stakes quizzes: Short quizzes with no grades or high-stakes consequences. These may involve multiple-choice questions, short answers or true/false items. Their purpose is memory strengthening, not performance judging.

Brain dumps: Pupils write down everything they can remember about a topic in a set time. They then review what they've recalled, add missing information and discuss misconceptions.

Visual retrieval: Pupils recall information visually—for example by:

- Sketching a diagram or process from memory
- Completing a partially blanked-out image
- Redrawing a scientific cycle or map

Concept mapping: Pupils create a concept map from memory to show how ideas link together. This encourages deeper thinking about relationships, categories and connections.

Explaining (retrieval through verbalisation): Pupils explain a concept aloud or in writing without using notes. This can take the form of:

- "Teach it to your partner"
- Explaining how to solve a problem
- Summarising a process step by step

Explaining requires pupils to organise and express their knowledge, strengthening memory and revealing gaps in understanding.

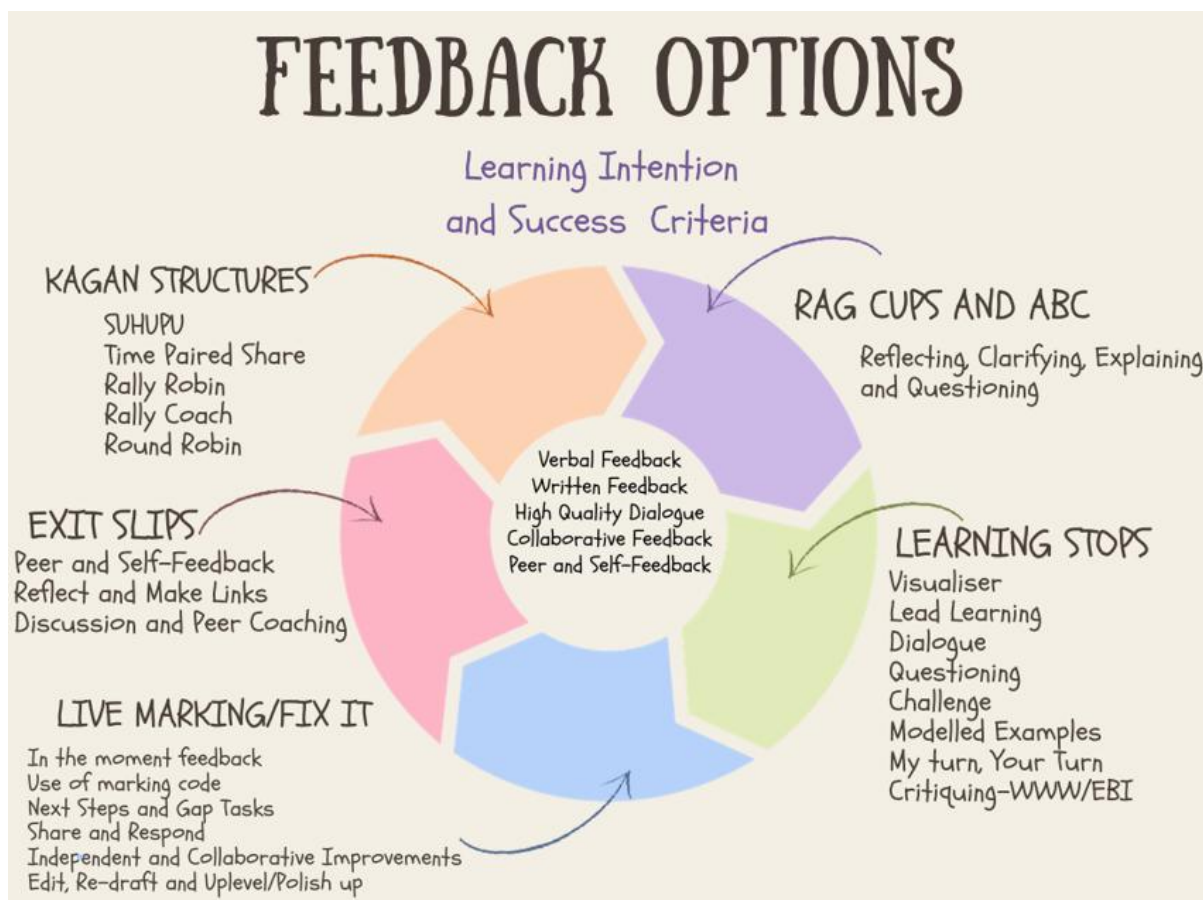
Learning Environment

The learning environment in every classroom will reflect our philosophy for teaching and learning and showcase the current units of study. Children will be inspired and motivated through engaging, well-organised spaces where resources are clearly accessible. Displays will include a balance of children's work and instructional materials, with subjects clearly labelled rather than grouped as a single 'topic.' Each classroom will feature up-to-date working walls that reinforce current skills and knowledge while also providing new challenges. Working walls, concrete resources, key vocabulary, and regulation tools or areas—including the Zones of Regulation—will be readily accessible to support children's independence, understanding, and emotional regulation throughout the school day. These elements will collectively underpin and promote our school values, ensuring they are visible, lived, and embedded in daily practice.

Marking and Feedback

High-quality marking and feedback are essential components of effective Assessment for Learning (AfL). At Shakespeare, teachers use live marking and verbal feedback as part of everyday practice, enabling them to continually monitor pupils' understanding and respond immediately to their needs. We expect to see live feedback taking place in every lesson across the curriculum.

Feedback should lead directly to improved learning. It should focus on the *task* or the *learning process*, giving pupils clear, purposeful information that helps them to understand what they have done well and what they need to do next. Feedback should avoid vague praise and instead support pupils to reflect, improve and take ownership of their learning. For further guidance on the principles, expectations and procedures relating to marking, please refer to the **Marking and Feedback Policy**.



Summative Assessment

While formative assessment shapes our daily teaching and learning practice, summative assessment continues to play a crucial role in providing an accurate picture of each child's overall learning.

At the end of every term, teachers make summative judgements in **Reading, Writing, and Maths**, as well as across all **core and foundation subjects**. These judgements are based on:

- The knowledge pupils have secured over the term
- How effectively they apply this knowledge in a range of contexts
- Their performance in termly summative assessments

All summative outcomes are recorded and monitored using **Sonar Tracker**, which enables us to track progress consistently across subjects and year groups. The system supports staff in identifying strengths, emerging patterns, and any gaps in learning.

Assessment judgements are moderated in school, and Senior Leaders analyse the data to ensure accuracy and to highlight next steps. Termly pupil progress meetings then provide a structured opportunity for teachers to plan support, challenge, and interventions so that all learners continue to make strong progress.

Staff Continued Professional Development (CPD)

The Senior Leadership Team at Shakespeare place the development of T&L as the core business of the school and therefore value CPD enormously. We believe that no one has 'mastered' the art of teaching to perfection; everyone can improve through reflection and discussion, sharing good practise and upskilling themselves. In a society that continuously evolves, this philosophy is foremost.

The Senior Leadership Team draw upon current research, expertise in school, independent AFL consultants/ Local Advisor and collaborate with other schools. This enables us to support our teaching staff in the classroom to develop their practise. This also provides SLT with pedagogical updates and delivers staff training where appropriate.

Teaching staff are encouraged to seek out appropriate professional development courses via LPDS. The Assistant Headteachers or the Headteacher will make final decisions regarding courses. In-school professional development includes:

- Lesson Study
- Team Teaching
- Peer observations
- Directed guidance to observe good practise
- Joint observations with SLT
- PPA support
- Professional dialogue
- Lesson observations
- Learning Walks
- Staff training (weekly staff meetings/INSET)
- Professional reading

Staff are actively encouraged to develop their classroom practise and to carry out independent pedagogical research as part of the appraisal process.

Impact

The SLT firmly believe that our approach to T&L embedded consistently across the whole school will have a high impact on the children as learners. It will be evident through conversations and observations, that the children are competent, self-regulated learners. Ultimately, the school will see an increase in the number of children working at both ARE and GDS with figures at least in line with both local and National data.

Monitoring and Evaluation

Monitoring & Evaluation is an essential component of a school's strive for continuous improvement. At the start of each term, SMT will release a Monitoring & Evaluation timetable to inform staff of the upcoming plans.

Feedback from any Monitoring & Evaluation activity will be given in a timely manner and should reflect the school's philosophy. Where staff are struggling to meet expectations, they will be directed to the appropriate support. Staff will be expected to work proactively in order to improve upon any areas for development.

M&E activities include:

- Data analysis
- Book audits
- Planning audits
- Moderation
- Monitoring class dojo
- Pupil interviews
- Learning walks
- Team teaching
- Lesson observations
- Appraisal feedback/support
- Displays

During lesson observations and learning walks, SLT will look for the children displaying the characteristics of self-regulated learners and will acknowledge how they are demonstrating active, challenging, motivational, independent and resilient learning. Examples will be shared with staff during meetings.

Review and update

This policy is to be reviewed on a yearly basis by the Headteacher and Senior Leadership Team.

