

BUTLERS COURT SCHOOL



Teaching for Learning, Assessment and Marking & Feedback Policy 2025

Our Butlers Court family nurtures kind, resilient, ambitious and curious children. Our caring environment supports well-being and self-belief, encouraging everyone to flourish. Through a wide range of experiences and opportunities, every child has the chance to shine, developing a love of learning and prepared for the ever-changing world and a future of possibilities.

INTRODUCTION

This policy is central to Butlers Court's purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

DEFINITION OF LEARNING

At Butlers Court School, we define learning as:

- the process of building new concepts, knowledge, skills and attributes through a variety of experiences;
- the refinement of existing concepts, knowledge, skills, attributes and behaviours through thought, experience and shared communications;
- the development of personal characteristics;
- making sense of the world around us and discovering where we fit into it;
- a continuous, lifelong process of personal development.

ENTITLEMENT

All pupils at Butlers Court are entitled to all on the following list over the course of an academic year. This will be provided initially through high quality teaching utilising a full range of teaching styles and strategies and should be identified in the teacher's medium term planning.

Pupils are entitled to:

- A balance of arts/sport/academic
- Opportunities for self-directed, independent learning
- Development of Personal Learning and Thinking Skills
- Regular trips out of school or enrichment event related to their topic
- A variety of visitors, including experts from fields of learning and professions
- Their work displayed in the classroom
- Cooking opportunities in every key stage
- Opportunities to take part in competitive and non-competitive sporting activities
- Opportunities for extra-curricular activities
- Morals and values teaching in Assemblies through stories and life experiences
- Opportunities to plan activities to support local community/charities,
- Opportunities to perform in front of an audience
- Regular outdoor learning across the curriculum
- Opportunities to represent their school
- Pupil voice – lead projects/lessons/learning
- Collaboration – cross class/phase/Key Stage
- Experience more than one teacher, including specialist teachers for Art
- Experience a rich and diverse curriculum.

THE CURRICULUM

Teachers are responsible for maintaining a very good subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. Teachers are expected to attend courses, observe good practice, build and disseminate knowledge and best practice.

We use the objectives from the National Curriculum and best practice strategies for English and Maths to underpin the taught curriculum. Where appropriate, we aim for the much of the curriculum, especially English, to be taught within inter-related themes. A curriculum map outlines topics to be taught in each half term and over the course of a year these plans should include a book study, as well as units in all foundation subjects. Wherever possible, links are made to real life experiences to make the curriculum relevant.

Regular assessment for Learning is used to plan effectively for every child.

FOCUS WEEKS/DAYS

Throughout the year we hold a series of focus days or weeks. These may be across the whole school or just planned as a year group initiative. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.

PRINCIPLES OF EFFECTIVE LEARNING

We believe that children learn best when:

- they feel confident, comfortable and safe
- are curious and ask questions
- their confidence and self-esteem are high and they enjoy positive, trusting relationships with adults and peers
- they are challenged, encouraged and supported by peers and adults, including family
- adults and older children provide good role models as learners and members of the community
- the learning environment is stimulating and properly resourced
- teaching is inspiring, purposeful, positive, well-paced, varied and stimulating
- they are actively engaged in the learning process
- learning is continuously revisited we call this 'sticky learning'
- teaching takes account of their individual needs and interests

STRATEGIES USED TO PROMOTE EFFECTIVE LEARNING

To help children to feel confident, comfortable and safe, we will:

- implement appropriate induction and transition arrangements;
- be welcoming
- make time to listen to what they have to say;

- show them that we work closely with their families in support of their welfare and education;
- treat them fairly and consistently;
- separate the child from the behaviours (see Behaviour Policy);
- We provide a growth mindset culture where children are encouraged to see mistakes as learning opportunities
- rigorously implement equal opportunity, anti-bullying and race equality policies;
- ensure that the school is visually attractive and welcoming;
- create a sense of 'ownership' through personal space, name tags, responsibilities
- provide appropriate pace and variety in learning activities;
- provide opportunities for relaxation/energising in and between activities;
- make use of music to create appropriate moods.

To build all children's confidence and self-esteem and enable them to develop positive, trusting relationships with adults and peers, we will:

- give them opportunities to take part in discussions, role play, class assemblies, Christmas performances, school council, eco-warriors and many more
- offer a range of residential experiences in years 5 and 6, which include Environmental, Physical and Cultural
- make use of learning/talking partners, peer assessment and collaborative working
- use a range of reward systems
- display their work and help them to take personal pride in their work
- Praise/recognition
- Create Wow walls to celebrate achievements
- Class rewards
- Golden book
- look for opportunities to catch them doing well and to celebrate it
- ensure that they experience success and praise every day
- give constructive feedback verbally and in writing
- use positive language and encourage them to do the same
- acknowledge and celebrate their special days, eg birthdays, religious days
- talk to them about their own lives, hobbies, interests and cultural background
- celebrate variety in culture, religion and language
- show respect for them and their contributions

To ensure that children are challenged, encouraged and supported by peers and adults, including family, we will:

- inform parents about the curriculum they will experience through termly overview and an initial welcome meeting in September
- communicate regularly with parents about their children's progress
- communicate to families that their contribution is valued
- set homework appropriate to their age and ability
- involve children in self-assessment and identification of appropriate new targets
- involve them in collaborative working
- involve them in peer assessment
- use assessment procedures to track their progress and identify their learning needs
- provide Parent Teacher consultations in the Autumn and Spring term
- enable them to share achievements through displays, class assemblies etc
- provide a range of extra-curricular activities

To ensure that adults and older children provide good role models as learners and members of the community, we will:

- model being lifelong learners by sharing interests in learning new things
- encourage parents to be actively engaged with their children's learning
- have clearly communicated, high expectations that every adult on the school premises will set a good example as a member of the community;
- give children opportunities, motivation and encouragement to act as good role models and supporters of others;
- invite members of the outside community to share with children their knowledge and experiences as learners and community members.

To provide a stimulating and properly resourced learning environment, Staff will play their part to ensure:

- the interior and exterior of the building are clean, appropriately decorated and well maintained;
- that classrooms are tidy and free of clutter;
- an appropriate temperature and levels of fresh air are maintained;
- that children and adults have access to water as needed;
- appropriate resources are available according to the varying needs of the children;
- children have experiences of different learning environments eg using outdoor spaces and out-of-school visits;
- classroom displays are informative, interactive, celebratory and reflect the principles of effective learning;
- class learning resources, including the interactive whiteboard, are visible and accessible

Teaching PE

Staff are expected to:

- Dress appropriately for PE and remove jewellery, watches and lanyards.
- Carry out dynamic risk assessments prior to each PE lesson – a quick overview of equipment and environment.
- Remove or put away any equipment or furniture not included in the lesson to minimise risk – eg: hall chairs.
- Ensure children are dressed appropriately for PE
- Clear equipment away at the end of PE lesson. Children may help, but not be expected to move or lift larger pieces of apparatus.
- Report any unsafe or faulty equipment.
- Teach children about safety procedures relating to carrying or handling equipment

Children are expected to:

- Dress in PE kit and remove jewellery, including earrings and watches, for all PE lessons
- Tie long hair back
- Remove footwear for gymnastics lessons in the hall
- Be responsible for all equipment – support the teacher with returning resources and equipment safely with staff supervision

To ensure that teaching is purposeful, positive, well-paced, varied and stimulating, we will:

- ensure staff have a planned programme of continuous professional development;
- take steps to ensure the personal well-being of members of staff encouraging an appropriate life/work balance;
- develop a curriculum that covers, and goes beyond, the statutory requirements;

- plan lessons that are adapted to meet the needs of individual children;
- keep up to date with current pedagogy
- develop oracy across the school
- evaluate the effectiveness of our teaching using a continuous coaching model, to include lesson observations, work scrutiny and assessment outcomes
- give children clear goals and time limits.

To enable our teaching to take account of children's individual needs and interests, we will:

- Create individualised learning plans for those on the SEN register
- implement a range of target setting, assessment and tracking procedures appropriate to their age
- involve them in self-assessment and target setting, through marking and feedback
- talk to them about their interests and incorporate those interests in our teaching;
- fully implement the SEN code of practice

FRAMEWORK FOR EFFECTIVE TEACHING AND LEARNING

We plan around a framework of opening, teaching and direct instruction, learning, review/reflect and close. These phases are not discrete. They are interwoven and overlapping.

EFFECTIVE OPENINGS

At the start of **learning experiences**, we will:

- take steps to capture the attention of the children, stimulate their curiosity and get them into a positive frame of mind eg identifying a hook to engage all
- review previous learning and provide connections to new learning
- explain the purpose of the learning to be gained and encourage them to identify its relevance to the world and 'What's in it for me?'
- provide children with the questions they will be able to answer and the skills they will have acquired by the end of the lesson/topic
- give children the 'big picture' by
 - ❖ describing what they will be doing,
 - ❖ encouraging a sense of prediction, anticipation and curiosity, about the learning to come,
 - ❖ providing graphic, pictorial previews and overviews of the topic to be studied,
 - ❖ showing examples of what other children have produced/achieved.

EFFECTIVE TEACHING

In our teaching, we will:

- be secure in our subject knowledge
- set high expectations
- be clear about the learning objectives which are shared at the start of each lesson eg: *to understand, to explain, to be able to, to develop*. Be clear about what the children will know or be able to do at the end of the lesson
- Success criteria may be incorporated into the lesson and discussed with the children on how they can demonstrate their learning
- start lessons promptly and maintain good pace throughout

- use assessment for learning techniques to ensure children make progress during lessons and over time
- adapt our teaching in the light of continuous assessment of children's progress
- break the teaching content into logically arranged, manageable chunks
- give clear, differentiated explanations and instructions
- circulate the room giving the children immediate feedback and picking up on any misconceptions
- provide appropriate modelling and demonstrations
- input new information using combined visual, auditory and kinaesthetic strategies
- enable children to understand and use their own learning preferences
- use targeted, differentiated, closed and open-ended questions (incorporating 'what, how, why') to support teaching and assess understanding
- encourage and respond positively to children's questions
- fully engage classroom support staff in the teaching and assessment processes.
- maintain a positive and pleasant working atmosphere using praise and positive language
- use humour, drama, music, games, play and competition to enliven lessons
- build on real life experiences and current affairs where appropriate
- provide opportunities for children to experience awe, wonder and reflection
- ensure all children are actively engaged in the learning process

EFFECTIVE LEARNING

To promote effective learning, we will:

- ensure children are aware of personal targets for learning
- give opportunities for children to learn in a variety of ways
- provide multi-sensory and 'first hand' learning experiences whenever possible
- encourage children to be independent and to choose their own strategies
- use planning frames for children to structure thinking and work
- engage children in a range of independent and collaborative group learning activities, including peer-teaching, peer-assessment, talking/work partners
- provide activities involving problem solving and creative thinking
- set clear expectations for learning objectives
- ensure most tasks have time deadlines
- provide opportunities for children to use new knowledge and skills in a variety of contexts
- encourage children to 'take risks' in their learning
- teach thinking and learning-to-learn skills
- make appropriate use of technology.

EFFECTIVE REVIEW AND REFLECTION

To enable effective review of learning and children's reflection upon it, we will:

- give positively worded, constructive oral and written feedback on their learning
- give feedback related to agreed targets;
- give specific praise, reward and share success;
- provide children with opportunities to review and reflect upon learning and how their learning might be applied to new situations;
- teach a variety of memory and recall techniques to make our learning sticky
- enable individuals, pairs and groups to report back to others;
- enable children to share what they have learned and can do;
- enable children to ask questions of others;
- provide opportunities for children to consider future learning.

EFFECTIVE CLOSE

At the close, we will:

- use a variety of stimulating activities to provide a clearly signalled, positive and

uplifting note to the end of the learning experience, highlighting what has been achieved and next steps at school or at home.

Marking and Feedback

Aim:

We believe that the process of marking and offering incisive feedback should be provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed. Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets. Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly. All staff will note errors that are made by many children and use them to inform future planning. Teachers and teaching assistants will make and distinguish between mistakes and errors. An error occurs when answering a question that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child.

Managing Workload

The quantity of marking and feedback should not be confused with the quality. We strive to adopt a balanced approach to marking and feedback, taking into account the benefits to pupils and balancing this with the need to manage staff workload effectively.

By managing the time that staff spend on marking and feedback, we will enable staff to have sufficient time to complete other important professional tasks which will benefit our pupils. Equally, by clarifying our expectations around marking and feedback, we aim to ensure that staff do not miss important opportunities to offer timely and specific feedback to pupils which will enable them to progress.

Feedback and Marking Expectations

- At Butlers Court, the 'In the Moment' marking approach is adopted to enable all children to receive effective and instant feedback to feed forward. Verbal feedback and dialogue should be embedded within every session.
- All work will be marked, either by the teacher or teaching assistant. It is not expected that all written work is marked in detail. A tick is sufficient if work has been completed and the learning objective met.
- All marking by an adult will be in green ink
- Children are encouraged to self and/or peer mark under the teacher's guidance
- From Year 1 onwards editing and self/peer marking by children will be in purple pen.
- All teachers will use the KS1 or KS2 Marking Guide when marking work.

Maths	<ul style="list-style-type: none">• All pupil calculations are to be marked with a greater emphasis on effective 'In the Moment' marking and opportunities for self-marking across lessons.• Where an answer is incorrect, children must be given time to find the mistakes in their calculation and correct this themselves in purple pen.• Incorrect calculations should be corrected at the bottom of a piece of work rather than rubbing out the original calculation• Where a child has made a number of mistakes, the teacher is to decide which of the mistakes they feel it would be beneficial to review
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

	<ul style="list-style-type: none"> • The children will be given, where appropriate, the answers to check their calculations themselves or the calculations of their peers. Children should be encouraged to self-correct calculations when errors have been identified • Where it is required, teachers should comment on number formation and presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.
English and Extended Writing	<ul style="list-style-type: none"> • When marking learning in English, staff are expected to mark in detail one piece of work per week • In KS1, common exception or subject specific misspelt words will be underlined and the correct spelling will be written above the word. Between 2/3 spellings should be identified by the teacher and/or teaching assistant to be written at the bottom of the children's work for the child to rewrite. • In KS2, 2/3 misspelt words will be underlined with Sp noted in the margin. The correct spelling must then be written out. • In KS1 and where children have an identified special educational need, all staff to mark spellings in accordance to children's phonetic stage. • Where there are inaccuracies in grammar e.g. was/were confusion, the mistake will be identified in KS2 by Gr noted in the margin • Where punctuation is missing, a circle will be used to indicate that something is missing and the children will be asked to check their work to identify the missing punctuation for their whole piece of work. • Where teachers would like a child to improve a sentences or short paragraph in order to move learning forward, a sentence may be underlined or a * will be added in the margin next to the section of work to be improved, then a line will be drawn or * added at the bottom of the children work, the children will then be given verbal instructions about what they need to edit and/or improve. • Where children are self or peer assessing, they should be encouraged to use success criteria, when used, to scaffold their marking.
Foundation subjects	<ul style="list-style-type: none"> • Staff should ensure effective intervention marking in the moment and give verbal feedback in order to deepen children's understanding during the learning. It should be subject specific. • All subjects will be in depth marked at least every three weeks

- Quality feedback will:
 - State what the learner needs to do to improve
 - Briefly model what this will look like or set a response for the pupil that shows them how to improve e.g 'Can you rewrite the final sentence to make your views clear?'
 - Additionally, marking will often have a specific focus with some errors being left unmarked.
- Feedback in the Foundation Stage may include: Verbal Praise, Stickers and stamps, written annotations, short and narrative written observations, annotation of work and photographs by staff, children beginning to annotate own work, oral dialogue with the children.
- Stickers and/or house points are used to reward and recognise work of outstanding quality and/or effort. This work may be shared amongst the class, phase or sent to the Headteacher.

Key Stage 1 Marking Codes

LO ✓	Learning objective met.
V	Work was discussed with the child.
I	Child worked independently.
TA	Child worked with Teaching Assistant.
CT	Child worked with Teacher.
Sp Underline	Spelling error or formation in writing error

Key Stage 2 Marking Codes

LO ✓	Learning objective met. <i>Title of work is a learning objective.</i>	//	New line, new paragraph
V	Verbal feedback given	Sp & Underline	Spelling error
I	Child worked independently.	Gr	Grammar check needed
TA	Child worked with Teaching Assistant.	✓✓	Exceptional point/use of language
CT	Child worked with Teacher.	T T✓	Target / next step. Target/next step met
C	Check and correct.	^	Something's missing.
	Circle incorrect punctuation or where punctuation is missing		Improve this word

Presentation

- Children are expected to take pride in all their work and produce their best at all times
- The date should be written at the start of a piece of work on the left hand side. In Maths the short date may be used.
- From Year 2 the learning objective should be written under the date.
- From Year 3 children will be expected to be writing in blue handwriting pen (no

biro)

- Children are not expected to use an eraser in written work or maths. If a mistake is made, children are expected to strike a line through it neatly and continue.

Display

- Boards are backed in hessian to aid a calm classroom environment
- Classroom displays should be informative, interactive, celebratory and reflect the principles of effective learning
- Displays should include an example of each child's work at least once each year.
- Children's work on display should be mounted
- Displays should include a title and details of the learning or topic and be interactive - including statements, points of interest, facts and questions based on the learning displayed.

It is expected that each classroom would include:

- Geography - World map (Human and Political) (*age appropriate*)
- Maths working wall - interactive, to be changed for each topic including relevant vocabulary, teaching aids and examples
- English Working Wall
- Phonics (Speed sounds) / Spellings
- PSHE - school values
- School rules
- Calm corner
- Acceptable Use Policy
- Interactive topic displays - questions, vocabulary, children's work
- WOW work display
- Handwriting display
- Marking Guide
- Number line (*age appropriate*)
- Hundred square
- Timeline including relevant events & key dates for that year group plus those discussed in lessons
- Reading corner
- Analogue clock
- House points chart

All classes should be tidy, organised with clear labels and celebrate diversity and Inclusion.

Assessment

AIMS:

To provide for a consistent approach to Assessment across the Curriculum and Key Stages. For Assessment which compliments, and assists, teaching and learning. For Assessment procedures which are an integral part of the teaching strategies of the school.

NATURE OF ASSESSMENT:

Assessment at Butlers Court will take place in many forms:

- Regular assessment during the Key Stage, based on Learning Objectives
- Informal day to day observations.
- Assessment of specific tasks.

- Use of SIMS and Hello Data
- Children's results on teacher devised tests.
- Portfolios and samples of work.
- Performance in statutory tests.

Assessment fulfils three main roles:

- To help pupils to learn effectively by informing the planning of future learning experiences.
- To help teachers evaluate their teaching.
- To provide information to others.

Assessment provides information that can be:

- Formative: providing information to plan the next stages in the child's learning.
- Diagnostic: informing the teacher of what the child cannot do (also can do).
- Summative: a snap shot in time of the child's achievements.

Teachers should view the assessment of a child's abilities in a positive way and should therefore aim to highlight success and achievement.

Assessment is a fundamental part of teaching and learning. It should help teachers:

- Plan work matched to a child's ability and previous experience.
- Identify where specific help is required.
- Help children progress.

ENTITLEMENT:

Children will be assessed at the end of each Key Stage as per the current statutory requirements.

The following formal assessment will also take place:

- Reception: A Baseline Assessment is carried out. The children are also assessed against the EYFS Profile.
- Year 1 pupils will do the Phonics Screen Check (June)
- Year 4 will complete the National Multiplication Tables Check (June)
- Year 6: Local Authority Secondary School Selection Procedure. (September)
- Years 6 National Curriculum assessments in Reading and Maths (May)
- Termly PIRA/NTS assessments in Reading and Maths

All teachers will carry out regular assessments against Learning Objectives.

Records will be kept in all subjects.

At the end of each term teachers will submit a teacher judgement onto SIMS. These are analysed using Hello Data.

The writing tasks completed for these are recorded in the child's writing evidence book.

There will be regular moderation meeting between year groups in school and within liaison groups to validate assessments.

Children should be involved in the Assessment process where appropriate. Learning objectives are made clear to children so that they understand the purpose of activities, the progress made and

targets for future learning. Agreed methods of marking ensure communication between pupil and teacher and consistency throughout the school.

Children whose scores fall significantly outside the expected age related expectation should be referred to the SENCO.

Children receiving Special Needs support outside class are assessed regularly, further details can be found on their learning plan.

RECORDING:

It is the responsibility of the Class Teacher to provide the Assessment Co-ordinator with:

- Results of Assessments as set by the school
- To regularly keep SIMS up to date.

Results of National Curriculum tests, Foundation Profiles, Reading Ages and Progress Tests will be maintained on SIMS.

A **Class Folder** for each class to provide a record of parent-teacher consultations. It is important these are maintained and distributed to the correct teacher at the end of the Year.

It is the responsibility of each Curriculum Subject Leader to:

- Monitor standards in their subject area.
- Create, implement and review subject action plans
- Ensure schemes of work include appropriate assessment activities.

REPORTING:

The education of the pupils in the school is a partnership between parents, pupils and teachers. Regular opportunities, formal and informal, are provided for pupil's progress, attainment and achievement to be reviewed.

Formal opportunities:

- Termly assessment letters are sent out in the Autumn and Spring term. They share the child's current levels of attainment
- Parent Teacher Meetings held in the Autumn and Spring Terms.
- An annual written report at the end of the Summer Term.
- Results are made available to a wider audience through the School Website and School Prospectus.

ASSESSMENT CO-ORDINATOR

It is the role of the Co-ordinator to assist teachers in managing the Assessment process.

The Co-ordinator should liaise with Reception, Year 1, 4 and Year 6 teachers to ensure statutory assessment takes place as appropriate.

The Co-ordinator will manage the recording of assessment data and ensure computer records are up to date.

The Co-ordinator will lead discussion and analysis of results with staff at Pupil Progress meetings, and governors at the Curriculum Committee.

The Co-ordinator will:

- Arrange INSET as required.
- Work with subject leaders to maintain subject portfolios.
- Encourage agreement trials.
- Arrange Parent Meetings to explain School Practice.

It is the responsibility of all teachers to carry out assessments with their class and to understand that these will be monitored by the assessment co-ordinator and appropriate curriculum subject leaders. In making and providing opportunities for assessment teachers should strive to avoid any bias according to a child's sex, race or social background.

REPORTING TO PARENTS:

LEGAL REQUIREMENTS:

- A written report to be sent at least once during the school year to parents of each child
- Brief particulars of a pupil's progress in subjects and activities studied as part of the school curriculum.
- Details of general progress, e.g. behaviour, contributions to the life of the school and special achievements.
- Details, of how the report may be discussed with teachers at school.
- A summary of the pupil's attendance record.

ANNUAL REPORT:

The annual report will be sent to parents towards the end of the summer term and parents will be offered time to discuss the contents in school with the class teacher.

This policy will be reviewed annually

Mr S Butler

Headteacher

Autumn 2025