

**CITY OF ROCHESTER SCHOOL  
TEACHING AND LEARNING POLICY  
COMBINED WITH MARKING AND FEEDBACK**

*This policy, which applies to the whole school, and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. This policy is also publicly available on the school website*

**Legal Status:**

- This is a statutory policy
- Regulatory Requirements, Part 1, paragraph 2(2)(a) to (j) Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.

**Applies to:**

- all activities undertaken by the school inclusive of extra-curricular activities including those outside of the normal school hours and away from the school site and
- all who work, volunteer or supply services to our school - that is all staff (teaching and support staff), pupils on placement, the Proprietors and volunteers working in the school;

**Related documents:**

- Special Educational Needs and Disability (SEND) Policy;
- Personal, Social, Health and Economic (PSHEE) Education and Spiritual, Moral, Social and Cultural (SMSC) Development;
- Staff Behaviour Policy (Staff Code of Conduct)
- Subject Policies and Schemes of Work.

**Monitoring and Review:**

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher, being responsible for the day to day organisation of the curriculum, monitoring the weekly lesson plans for all staff, ensuring all planning is appropriately differentiated with relevant, appropriate learning objectives.

The Headteacher along with the whole school teaching and therapy team review the long-term and medium-term planning and ensure that appropriate targets and strategies are in place. It is intended that the ongoing review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of all staff at City of Rochester School.

The Trustees undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so requires. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:



Alicja Emmett  
Headteacher



Kirstine Boon  
Chair of Trustees

Date Reviewed: September 2024

Date of Next Review: September 2025

Version No.10

This policy will be reviewed no later than September 2025, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

**Introduction:** The following protocol is designed with our school vision in mind along with the following principles of teaching and learning which guide the work in the school:

- To Promote Learning and Raise Progress - *'The most important role of teaching is to promote learning and to raise pupils' achievement.'*
- To Develop Young People - *'It is also important in promoting pupils' spiritual, moral, social and cultural development.'*

## **OFSTED**

The aims of this document are to set out a clear set of high expectations and a common approach to teaching and learning at City of Rochester School so that teachers, parents/carers and pupils are all aware of and can work towards the highest possible standards of education. It is designed in such a way that whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at City of Rochester School to ensure that high standards are always met and therefore, the best outcomes for the pupils.

This protocol document is structured into four sections which are based on the four key areas which teaching should be understood to include:

- Planning and implementation of learning activities
- Setting of appropriate home learning across the whole curriculum
- Marking, assessment and feedback
- Impact of teaching on the spiritual, moral, social and cultural development of pupils

### **1 Planning and Implementation of Learning Activities**

**1.1 Rationale:** It is important that teachers plan schemes of work and deliver lessons that enable pupils to work towards the learning objectives and make progress towards the success criteria. It is acknowledged that different teachers have their own preferred styles of teaching, but it is imperative that the agreed criteria are followed to ensure the best outcomes for all pupils in all lessons. The ultimate aim is to ensure that thorough planning and focussed lesson implementation aids pupils in their quest to make progress over time.

**1.2** The school has a big focus on experiential learning as it believes that children learn best by "doing". Every half-term their experiential opportunities are planned to link closely to the core curriculum thereby enabling pupils to immerse themselves in their learning and enrich their learning experiences.

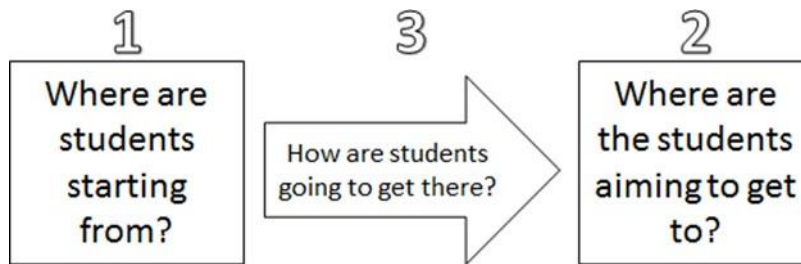
**1.3** All pupils have an individualised offer in line with their EHCP needs. Programmes are bespoke, engaging and designed around the child. This in turn encourages positive attitudes and high levels of engagement.

**1.4 Schemes of Work:** The scheme of work will meet all of the criteria set out below.

- Clarify objectives, including success criteria based on assessment outcomes, thus ensuring sustained and relevant progress over time;
- Identify prior learning to ensure clear progression.
- Identify clearly the subject knowledge to be taught;
- Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their pupil;
- Include references to differentiated work to ensure all pupils are challenged in line with their ability;
- Provide opportunities for developing independent and collaborative learning;
- Detail literacy, numeracy and communication opportunities and how they will be taught;
- Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout;
- Include SMSC considerations and opportunities to develop pupil aspiration;
- identify relevant and challenging opportunities for home learning, where appropriate.

## 2 Lessons

When initially devising a new lesson, teachers are reminded to keep the lesson focussed on the learning objectives and intended outcomes so that pupils move forward and make progress in their learning every lesson relative to their starting points. The following diagram is intended as a tool to ensure that initial planning remains clearly focussed.



Teachers at City of Rochester School should ensure that their planning allows for the following criteria to be considered each lesson:

- **Use of assessment and EHCPs in planning** - Information from assessments and pupils EHCPs should be used to set tasks that are perfectly matched to pupils' prior attainment and learning needs.
- **Positive Behaviour Support Plans** – planning should be carried out to ensure the individual needs of pupils are being met and triggers/areas of interest are taken into consideration.
- **SCERTS Approach** – All planning should be done to ensure transactional supports are in line with the profile of the pupil
- **Level of challenge** - Work should be pitched at a level that is appropriate to the individual. It is challenging – success is only achievable if individual pupils work hard and try their very best. All individuals should find the tasks demanding at their own level.
- **Use of learning support** - Learning support should be highly effective in promoting rapid learning for groups of pupils regardless of their aptitudes and needs.
- **Support materials** – Pupils will benefit from additional support materials according to their needs such as task management boards (that break down tasks into steps), word banks and writing frames.
- **Taught vocabulary** – Teaching of vocabulary should be carefully planned, paying attention to the three tiers. In addition to tier three subject specific vocabulary, tier two words should be explicitly taught to enrich pupils' vocabulary and comprehension skills.
- **Opportunities to develop literacy, numeracy, and communication skills** – Teaching across the curriculum should include opportunities to develop reading, writing, communication and numeracy skills that are highly effectively taught and cohesively planned as part of the lesson.
- **Use of strategies and tasks to engage pupils** - Strategies and tasks should enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more. Practical, 'hands-on' tasks should be set wherever possible. Tasks should utilise the interests of pupils.
- **Sensory needs** – The sensory needs of pupils should be considered and planned for.
- **Learning outside the classroom (LOtC)** – Planning should consider how the school environment (and beyond) can be used and learning outside of the classroom should be utilised.
- **The learning environment** – This should be well organised, tidy and uncluttered. Low arousal is key.
- **Pace and depth of learning** - The pace of learning should be optimised throughout the lesson as to the best effect to support pupils at the time they need such support. As a result, almost all pupils make rapid and sustained progress. Teacher talk should be limited according to the needs of the individual/group of pupils. Timers should be used when necessary.
- **Use of questioning** - Questions should be designed to tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure in their knowledge and understanding.
- **Makaton** – We are developing the use of Makaton across the school. Makaton should be used where possible and appropriate.

- **Assessment of learning during lessons** - The work for each individual pupil should be adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work.
- **'Sticky Knowledge'** – Pupils will be supported to help learning 'stick'. In particular, staff will use a range of strategies to support the *retrieval* of knowledge in lessons such as, quizzes, mind-mapping, true or false games, paragraph challenges, 'Give Me Three'. These activities may take place as lesson starters or plenaries as well as part of the main teaching. Pupils should be supported to retrieve knowledge over time and teachers should plan for retrieval of topics taught in previous terms/years. For example, using White Rose Maths 'Flashbacks'.
- **Marking and feedback** - Marking should be frequent and regular, providing pupils with very clear guidance on what has gone well and how work can be improved. Pupils need to be engaged in the process and should respond to marking as appropriate.
- **Progress** – Ultimately, all pupils should make at least good progress in their learning relative to their ability and starting points and demonstrate full understanding of this. For many, this is better than might be expected. Some may demonstrate exceptional achievement. Flight Paths are in place for all pupils which outline in detail the rationale behind their curriculum and the impacts of "why we do what we do for pupils". In addition, the regular review of progress against pupil EHCPs takes place with inputs from a wide range of professionals and parents. This in turn informs the EHCP and pupil outcomes.
- **Homework** - There can be many benefits to the completion of homework for pupils. This includes developing the pupils' resilience, responsibility and independence and the opportunity to consolidate learning and key skills. This is particularly important for those pupils working towards public examinations and formal qualifications. We understand that for some pupils home is home and school is school, but we continue to work with pupils and parents to ensure homework is undertaken where possible.

Homework will be set for pupils according to their needs and learning pathways.

#### **How this will be set**

Weekly homework will be set for English and Maths across all classes in the school, as a **minimum**.

#### **Lower Primary**

Pupils in lower Primary Classes may be set phonics, reading, spelling and handwriting activities and the learning of number facts and times tables. They may also be set occasional topic work.

#### **Upper Primary**

Pupils in upper Primary Classes may be set phonics, reading, spelling and handwriting activities and the learning of number facts and times tables. They may also be set occasional topic work.

#### **Secondary**

Secondary students will be set homework linked to their English and Maths curriculum and individual needs. Other homework will depend on individual learning pathways and subject options.

#### **Additional homework**

Pupils working in *any* phase who are studying for formal qualifications, accreditations or awards, will need to complete additional homework relevant to their areas of study.

#### **Homework Clubs**

Every class will offer an optional weekly homework lunchtime club for their students on a set day of the week where they may complete homework, use school laptops and ask for any support.

#### **Homework folders**

Pupils will be issued with a Homework Folder to carry their homework in. Exercise books will not be sent home. Pupils should be provided with paper, if appropriate, to complete tasks. Completed homework may be returned to the pupil, kept in the back of the Skills folder or may contribute to subject evidence or coursework/accreditations.

#### **Record keeping and rewards**

Pupils will be rewarded for the completion of homework, with points and reward slips. This will include work completed at the homework clubs. Each completed piece of homework will receive 3 reward points. Exceptional effort demonstrating our values of *Confidence, Resilience or Success*, will be recognised with a

reward slip and an additional 5 reward points. The subject teacher should let the Form Tutor know how many points have been earned for completed homework.

Staff will keep central records of homework completed by their class/es (on the staff SharePoint) and points earned for Homework will be recorded under a separate Homework heading on SIMS (the school Management Information System). Staff setting homework should liaise with Form Tutors and class teams. Learning Support Specialist staff can be tasked with record keeping.

### **When this will be set**

#### **Friday homework**

Homework will always be set on a Friday to ensure consistency across the school. Pupils will bring home a homework letter for each subject set, with instructions and an explanation of the task issued each week. The deadline for completion of homework will usually be the following Friday and should be handed to the Form Tutor who will pass this on to the subject teacher if different. Late homework will also be accepted.

Some homework activities, especially for the older pupils, may be set as a project or to run over several weeks. Homework for younger pupils, may require daily or regular practice, e.g., reading a book or practising phonics. The expectations will be made clear to pupils in the subject homework letter.

#### **Feedback**

Teaching staff will give verbal feedback to pupils in lessons. This may be collective feedback as a class or group, or individual feedback as appropriate to the pupils or task.

**2.1 Planning:** There is no set method for lesson planning. The reason for this freedom of choice is to allow teachers to develop their own styles and to give them the freedom to be creative in their planning so that they may feel empowered to offer deep learning experiences and un-restricted by a set lesson plan. However, whilst teaching staff are encouraged to adopt a style of

their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at City of Rochester School to ensure the highest standards and therefore, outcomes for the pupils. All teaching staff will, however, need to plan in line with SCERTS expectations and in line with school policy to ensure individual needs of pupils are met. All teaching staff are expected to use the Termly or Weekly Overview sheets (as appropriate to the subject/area of learning) to outline the skills and concepts that they aim to cover.

**2.2 Monitoring:** The annual model for monitoring of teaching and learning is as follows:

- Regular learning walks – this may include a variety of formats such as ‘drop-ins’ with a shared focus
- Subject review – triggered by T&L issues or examination results. These are to be used to guide support and direct challenge
- Full observation – 3 per year. One of these will be a peer review
- Learning Support – ongoing cycle of whole class observation and then individual observation to ensure staff are effectively supporting and promoting independence
- Regular Work scrutiny
- Peer book looks to reflect on best practices and to share ideas
- There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is newly qualified
- Regular reviews of Pupil Progress against the EHCP. These are done at least termly
- All monitoring documents are held on the system “Lessons Learned” which enables the school to capture and analyse the data in one place
- For pupils on external placements, half-termly reviews are carried out on pupil progress and annual formal monitoring of the placement takes place

Monitoring of teaching and learning is quality assured through a model of paired observation and scrutinisation wherever possible. The monitoring of quality of teaching also includes a comparison to outcomes so as to give a broader picture of the success of teaching over time. This monitoring also includes autism best practices.

**2.3 Support for Teachers:** Staff are supported in improving their teaching in the following ways:

- Tours of strength (observing good practice from colleagues)
- Coaching triangles (teachers working in small groups to enhance their own practice)
- Development time targeted continuing professional development (CPD) sessions
- Observing good practice at partner schools
- External courses when necessary
- Book moderation and standardisation activities.
- Autism specific approaches

**2.4 Pupil and Parent Involvement:** The views of pupils about lessons will also be sought as part of a pupil voice subject review. Pupils will also regularly respond to their learning through pupil self-assessment. Parents have a considerable contribution to make to their child's success in school. They are strongly encouraged to review school books, support their child in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed where appropriate. Liaison with the school is encouraged and this feedback is canvassed through the monthly Parental Advisory Group.

### **3 Reading. What are the Effects of Reading on Child Development**

**Rationale:** Numerous pieces of research have discovered the profound benefits of reading for a child's development. This includes:

**3.1 Assisted cognitive development.** Cognitive development refers to how we perceive and think about our world in reference to our intelligence, reasoning, language development, and information processing. By reading to children, you provide them with a deep understanding about their world and fill their brains with background knowledge. They then use this acquired background knowledge to make sense of what they see, hear, and read, which aids their cognitive development

**3.2 Developing empathy.** When we read a book, we put ourselves in the story in front of us. This allows us to develop empathy as we experience the lives of other characters and can identify with how they are feeling. Children can then use this understanding to empathise in the real world with other people. Additionally, children will gain a greater understanding of emotions, which can help them understand their own emotions and those of others. This helps dramatically with their social development

**3.3 Gaining deeper understanding.** A book can take us anywhere: to another city, to a different country, or even to an alternative world. By reading a book, a child learns about people, places, and events that they couldn't learn otherwise. This gives children a deeper understanding of the world around them and cultures that are different from their own

**3.4 Building stronger relationships.** If a parent /teacher reads with a child on a regular basis, then they will undoubtedly develop a stronger relationship with them.

**3.5 Reading Reward Scheme:** All pupils in KS1-3 participate in the Reading Reward Scheme. At KS4 & 5, the subjects have a range of higher learning activities including weekly tasks linked to their learning and GCSE pathways. The library is fully stocked and pupils also have access to myOn which is a pupil-centred, personalised literacy platform that offers pupils unlimited access to an enhanced digital library.

### **4 Big Write Big Speak**

Big Writing is an approach to teaching writing and raising writing standards that focuses on:

- The importance of talk and oral rehearsal
- Accurate basic skills – spelling, punctuation, grammar, and handwriting (where appropriate)
- Vocabulary development
- Regular and meaningful assessment and target setting
- High expectations for all pupils
- Giving writing a purpose and making it fun

At the City of Rochester School, we have adopted this approach through a regular 'Big Write Big Speak' for our pupils.

Pupils will take part in extended writing sessions using the Big Writing approach, which will be followed up by an opportunity to present their work through a Big Speak later in the session, or in a follow-up lesson.

The CoR Writing Assessment Criteria should be used to set pupils targets for improvement to their writing.

The Speaking and Listening Assessment Grid should be used to assess the Big Speak for pupils in Secondary or Primary pupils following the Functional Skills syllabus.

### **Primary Pupils**

Primary pupils from Jupiter Class upwards, will take part in a weekly **Big Write Big Speak**. This could be in English lessons but may lend itself to other subject areas, e.g., LMTW lessons.

The focus in Neptune Class will be developing talk and oral rehearsal of their writing. This will naturally take place throughout the week and across the curriculum. Neptune pupils who are able will begin Big Write Big Speak lessons.

### **Secondary Pupils**

Secondary pupils will take part in an English focused **Big Write Big Speak** x1 in each 6 week term.

They will take part in a Science focused **Big Write Big Speak** x1 in a 12 week term.

They will also take part in one further **Big Write Big Speak** in a 12 week term which will depend on their timetabled subjects/options.

Form Tutors are responsible for co-ordinating this with their form's other subject teachers/tutors. We make allowances for pupils for whom verbal communication is an issue.

## **5 Marking Assessment and Feedback**

**5.1 Literacy and numeracy:** Numeracy and literacy should be corrected in a way which is appropriate to the needs of the pupil. However, where a pupil's work is littered with errors it might be best to focus only on a limited amount of mistakes so as to maintain a focussed and positive marking process. Pupils may be given time to complete corrections using a purple pen. The codes are designed to standardise our approach to highlighting literacy and numeracy issues. The code is designed that it might be used in a variety of curriculum areas.

**5.2 Presentation of work:** It is important that pupils are encouraged to present their work in an acceptable and professional manner, according to their stage of development and ability.

**5.3 Experiential Learning:** Separate books for Experiential Learning are kept to capture the experiences and pupil engagement. This is because although the school aims to match up the topic being taught at the time with the experiential, this is not always possible. There is clear guidance for staff on how the Experiential Books should be laid out.

**5.4 Marking frequency:** The following expectations are a minimum requirement:

- All work in books will be marked/acknowledged with a green tick and/or brief comment
- In Maths, modelling of errors may be required
- Where possible, verbal feedback should take place immediately in lessons. Teachers may write VF to indicate where this has taken place
- In English, the Marking Code supports the marking of Big Writes. Big Writes should be marked in more detail giving feedback and next steps (this is weekly in the Primary Phase)

**5.5 Pupil Self and Peer Assessment:** Purple pens will be used for pupil self-assessment, peer-assessment, corrections, pupil editing of work and pupil marking of own work, e.g., quick quizzes

**Summative** – For each year group, there are two (or three for year 11 only) agreed examination windows where pupil work will be summatively assessed.

**Pupil and Parent Involvement:** The views of pupils about marking and assessment will also be sought as part of a pupil voice subject review. Parents have a considerable contribution to make to pupils' success in school. They are strongly encouraged to review their children's school books, support pupils in responding to their teachers' feedback and create the right environment and routines at home to ensure that pupils are ready to come to school every day.

## **6 Spiritual, Moral, Social and Cultural Development of Pupils**

**6.1 Rationale:** School is about far more than learning the curriculum. Spiritual, Moral, Social and Cultural development is the term used to embrace this broader dimension. It ranges from teaching in religious studies and citizenship through to relationships and education and a wide range of extra-curricular and out-of-school activities. Importantly these vital dimensions of life and growth should be present across the entire curriculum.

**6.2 Spiritual development:** To help pupils in their positive spiritual development, all lessons and additional learning activities should be designed, wherever possible to:

- promote pupils' self-esteem by valuing and rewarding their achievements;
- encourage pupils to reflect on their learning and allow them to question and explore;
- provide opportunities in and out of lessons for them to discuss and exchange views;
- be supportive of those who seek faith or wish to strengthen it.

**6.3 Moral development:** In order for teaching and learning to be effective, pupils at City of Rochester School must adopt a shared moral code of respect. This moral code is taught through form time activities, assemblies and through the Personal, Social, Health, Citizenship Education (PSHE) curriculum days.

- The necessity of and the importance of following appropriate rules is seen as vitally important in setting an orderly learning environment.
- Pupils are encouraged to take on responsibility for their own learning and for that of others through peer support.

**6.4 Social development:** As part of engaging lessons and activities, pupils are expected to interact with their peers and other members of the community. Consequently, their social development is of great importance. When planning teaching and learning activities, staff should always try to promote an environment where there is:

- a willingness to co-operate with other pupils by balancing individual and collective needs;
- a readiness to celebrate others' achievements;
- a feeling of mutual respect and tolerance;
- a culture where pupils aspire to achieve!

**6.5 Cultural development:** As well as developing an awareness of their own cultural roots, pupils should also be able to appreciate the diversity and evolution of cultural traditions. In comparison to other local schools, City of Rochester School has a limited cultural mix of pupils. Therefore, it is particularly important that the following should occur as part of their learning journey:

- in lessons, assemblies and tutorials pupils should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact;
- further opportunities for the above should take place in extra-curricular activities and school trips

**6.6 Monitoring of spiritual, moral, social and cultural development of pupils (SMSC):** In addition to the above considerations that take place when planning teaching and learning experiences at City of Rochester School, some aspects of the SMSC agenda are explicitly taught in lessons. This is audited annually by the Chair of Trustees to ensure that pupils are given the appropriate information and guidance on essential topics that may help pupils to be successful learners, confident individuals, responsible citizens and effective contributors.

**7 Monitoring:** Compliance with the policies and procedures laid down in this document will be monitored by the trustees. The trustees are responsible for the monitoring, revision and updating of this document on a 1 yearly basis or sooner if the need arises.



**8 Equality Impact Assessment:** This document forms part of City of Rochester School's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics, as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development this document and its impact on equality has been analysed and no detriment identified.



**CITY OF ROCHESTER SCHOOL  
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## **Pupil Books and Folders – Non-negotiables**

- ✓ Books should be colour coded to the subject

Secondary Books:

- **Blue – Maths**
- **Red – English Book and Red – English Folder**
- **Yellow – RE**
- **Green – History**
- **Orange - Geography**
- **Purple – Science**
- **Pink – PSHE**
- **Black – Art**
- **Navy – PE**
- **Pink folder - Music**
- **A4/A3 black sketch book- Learning Means the World**
- **Buff/Navy – Individual Project/Skills**
- **White folders - Skills**
- **ASDAN – Orange Folder/A4 Black books if required**
- **Reading Journals**
- **Orange - Experiential**
- **Red English Folders and Blue Maths Folders (Books if required)**

Primary Books:

- **Blue – Maths**
- **Red – English**
- **Yellow – RE**
- **Green Folder – Phonics**
- **Dark Purple – Science**
- **Little purple- fine motor**
- **Pink folder - Music**
- **A4/A3 black sketch book- Learning Means the World**
- **Black – Art**
- **Navy – PE**
- **Buff/Navy – Individual Project/Skills**
- **ASDAN – Orange Folder/A4 Black books if required**
- **White folders - Skills**
- **Orange – Experiential**
- **Red English Folders and Blue Maths Folders (Books if required)**

**In addition to the non-negotiable books and folders, some subjects/areas may require additional books or folders at the discretion of staff. Colours may change throughout the year according to availability.**

### The following documents in this order should be evidenced in pupils' books:

- ✓ The LO Explanation should be reduced in size, trimmed and stuck inside the front cover of the exercise book (either the whole school version or Neptune version)
- ✓ The English Marking Code should also be placed inside the front cover of the English exercise book, underneath the LO Explanation for all classes except for Neptune
- ✓ The unit overview should be completed and placed at the start of each term's work or at the start of the unit of work if sooner.
- ✓ Knowledge Organisers/Mats should be placed at the very beginning of the topic for Maths and Science and where available in other subjects, as these will contain key vocabulary, facts and information that pupils need to have a basic knowledge and understanding of a topic
- ✓ An LO form should be placed at the beginning of every piece of work or sequence of work. Sometimes work may run over more than one lesson or a week. In this instance, there does not need to be a new LO form produced for each session. However, the next day's work should be indicated by the date.
- ✓ Following completion of each piece of work or sequence of work, the teacher should assess the standard of the work using a traffic light/RAG system and highlight the LO sheet:
  - Red (Awareness)– the pupil needs to carry out further work until the topic is fully mastered – pink highlighter
  - Amber (Participation)– the pupil needs to carry out further work until the topic is mastered – yellow highlighter
  - Green (Mastered) – the pupil has mastered the topic – green highlighter

### Which LO form should I use?

- ✓ An End of Unit Observation Form including Pupil Self-Assessment, should be used at the end of a unit of work. This will usually be at least once per half term.
- ✓ There is a separate 'Reflection Sheet' used in Arts subjects for pupils to reflect upon and evaluate their work.
- ✓ LOs should be typed in Calibri font

### Writing Learning Objectives

- ✓ Avoid the use of 'I can' statements. If published schemes of work refer to 'I can' learning objectives, then these should be re-written to avoid a sense of failure when pupils 'can't'
- ✓ Learning objectives should not be confused with the task or activity. For example, a clear learning objective would simply be: **To write a persuasive letter**. The activity then might be to write a persuasive letter to a local MP about facilities in the local park, but this is not needed to be written as part of the learning objective
- ✓ The success criteria would be the steps/ingredients/features needed to achieve the learning objective. Usually three will be chosen, e.g., a clear structure to the letter, the use of rhetorical questions, points backed up by evidence and explanations

## Learning Support Observation Forms

- ✓ We will continue to use these across the school when pupils are working closely with a member of Learning Support on a 1-1 basis, to feedback observations to the teacher. These should be completed and stuck in the books after the piece of work.

## Separate Guidance for LMTW Books:

- ✓ Inside the cover you should place the LMTW Observation Form explanation
- ✓ On the first page you should place the Learning Sequence that is provided for longer units. Knowledge Building sheets should also be used where available.
- ✓ On the following two pages, you should place the 'WHISK' sheets (knowledge organisers)
- ✓ Weekly LOs may be used
- ✓ The LMTW Observation Form should be used to record weekly feedback.
- ✓ Pupils should complete self-assessment at the end of a unit.
- ✓ An example book is available – please make sure sheets are put in the correct order – if in doubt, please check first

## Presentation of pupils' work:

- The date should always appear on the top right hand side and be underlined
- Pupils should write in pencil in Maths
- Mistakes should always be crossed out using a ruler – 'Tippex' should not be used
- Pupil feedback if not on the templates, should always be in green pen.
- Any handouts should be neatly trimmed and glued into the book so that they fit on the page and do not overlap the page edges
- If worksheets need to be folded before sticking in the books, they should usually be stuck in the centre of a page so that they open like a book and do not overhang the pages.
- Where possible, pupils will be taught to develop a fluent, cursive handwriting style. Please refer to the Handwriting Policy for more detail.

## Photographs

- If the pupil is not able to produce any evidence of their work, then photographs should be taken of the pupil with an explanation of what the pupil is doing and how this meets the success criteria
- Photographs should be used to show evidence of practical lessons and activities and when a lesson is predominantly discussion based.
- Photographs should be used at least weekly in LMTW books.

## Maths Termly Overview Example:

### Maths Termly Overview Term 1

Topic/s: Place Value/Addition and Subtraction

Skills and Concepts
Represent numbers to 1000 Partition numbers to 1000 Number line to 1000 Thousands
Represent numbers to 10000 Partition numbers to 10000 Flexible partitioning of numbers to 10000 Find 1, 10, 100, 1000 more or less
Number line to 10000 Estimate on a number line to 10000 Compare numbers to 10000 Order numbers to 10000
Roman numerals Round to the nearest 10 Round to the nearest 100 Round to the nearest 1000
Round to the nearest 10, 100 or 1000 Add and subtract 1s, 10s, 100s Add up to two 4-digit numbers - no exchange Add two 4-digit numbers - one exchange
Add two 4-digit numbers - more than one exchange Subtract two 4-digit numbers - no exchange Subtract two 4-digit numbers - one exchange Subtract two 4-digit numbers - more than one exchange

NB: Delete rows as necessary according to the length of the term. Four Maths White Rose 'Small Steps' have been planned each week to allow for consolidation days.

**English Unit Overview Example:**

**English Writing Unit Overview**

**Term: 3**

**Text/s:** Cinderella of the Nile by Beverley Naidoo and Marian Vafaeian



<b>Skills and Concepts</b>
Write using the present perfect tense Make inferences Character study Use literary language – similes, metaphors, and abstract nouns Using suffixes Write in role
Use imperative verbs to create commands Identify themes in the text Using conjunctions to express time, place and cause [for example, when, before, after, while, so, because] Use noun phrases Use questions, commands, statements and exclamations Extended writing session to consolidate skills
Sequence events in a story Use literary language to describe a character and setting Plan and write an alternative version of a traditional tale Edit, improve and publish story

NB: Please indicate whether this is a Writing or Reading Unit. Please ensure that there are opportunities for extended writing and speaking and listening 'Big Write Big Speak' on a weekly basis in Primary classes.


**Whole School LO Form Example:**

<b>Date:</b>	
<b>Learning Objective:</b>	
<b>Success Criteria:</b>	<b>What do I need to do to meet the LO?</b>
1.	
2.	
3.	
<b>Super-Stretching:</b>	
<b>Emerging:</b> <i>Adult completing the work, while talking it through with the pupil.</i> <b>Supported:</b> <i>Use of whiteboard, rewording the question, offering suggestions, using of repetition.</i> <b>Independent:</b> <i>Discussion and verbal prompt used, (spellings given if requested).</i> <b>Applying:</b> <i>Without adult input</i>	
<b>Adaptive strategies used:</b>	
<b>Zones of Regulation: Blue Green Yellow Red</b>	

**End of Unit Observation Form with Self-Assessment for Whole School:**

<b>Date:</b>	<b>Unit:</b>
<b>End of Unit Observations and Feedback:</b>	
<b>Adaptive strategies used:</b>	
<b>Emerging:</b> <i>Adult completing the work, while talking it through with the pupil.</i> <b>Supported:</b> <i>Use of whiteboard, rewording the question, offering suggestions, using of repetition.</i> <b>Independent:</b> <i>Discussion and verbal prompt used, (spellings given if requested).</i> <b>Applying:</b> <i>Without adult input</i>	
<b>Pupil Self-Assessment:</b>	
	Looking at my learning, I am proud of the way I...
	Next time I will try to...
<b>Zones of Regulation: Blue Green Yellow Red</b>	

## Learning Support Observation Form:

CITY OF ROCHESTER SCHOOL LEARNING SUPPORT OBSERVATION FORM			
Student name:	Lesson:	LS Name:	Date:
 <b>Observation:</b>			
Next steps:			
Level of wellbeing- Zones of Regulation			
Blue	Green	Yellow	Red
Level of support needed			
<i>Emerging:</i> Adult completing the work, while talking it through with the pupil. <i>Supported:</i> Use of whiteboard, rewording the question, offering suggestions, using of repetition. <i>Independent:</i> Discussion and verbal prompt used, (spellings given if requested). <i>Applying:</i> Without adult input			
Adaptive strategies used:			

ENGLISH MARKING CODES:		
Code	Meaning	
<b>Green Highlight</b>	Good work	Up to 3 good things will be highlighted
<b>C</b>	Capital letter missing or in wrong place	<b>Up to 3 of these mistakes will be marked in your work.</b> <b>You will need to correct them!</b> <b>The teacher might correct some for you if you find it particularly tricky.</b>
<b>P</b>	Punctuation missing or in wrong place	
<b>//</b>	Start a new paragraph	
<b>O</b>	Can you think of another word?	
<b>^</b>	A word has been left out or an ending is missing	
<b>~~~~~</b>	This does not make sense	
<b>SP</b>	Spelling error	



**LMTW book expectations guide (Use updated forms)**

Date: Monday 15<sup>th</sup> November 2021

Erosion

LO: To investigate key aspects of physical geography  
To ask and respond to geographical questions and offer their own ideas

Success Criteria:

- Learn what erosion means
- Find out why the White Cliffs of Dover are eroding
- Research more facts about erosion
- Super-Stretching: Understand the difference between erosion and weathering

Charlotte's first day back but she quickly picked up the information.

How did you find the work?  
😊😊😊  
 CT 1:1 CS I:GW VF Blue Green Yellow Red  
 Exploring Consolidating Achieved

Lesson Evaluation and Marking:

★	You have learnt what erosion means
★	You have found out why the white cliffs are eroding
✓	Next Steps: Continue to develop your geographical vocabulary

General progress against targets:

★ Charli worked well with a partner.

Erosion  
 notch HOW? WHY?  
 CHARLI'S ABILITY  
 Soft.

Wave erosion is  
 started by waves  
 that beat against  
 the base of the  
 cliff.

CRAG!

# Erosion

erosion  
 The white Cliffs of Dover  
 are porous. Seawater  
 from the edge. bit  
 of chalk fall off.  
 porous - soaks up water.

Erosion  
 Weathering part of process  
 undercutting  
 The Cliffs a common 300-  
 400m high. They are  
 made of chalk. The  
 cliffs are built  
 up of a solid

**The process of cliff erosion**

- The sea attacks the base of the cliff forming a **wave-cut notch**.
- The notch increases in size.
- Weather weakens the **cliff** which causes it to collapse.
- The backwash carries the rubble towards the sea forming a **wave-cut platform**. A wave-cut platform is the bedrock that is left behind as the cliff moves backwards.
- The process repeats and the cliff continues to retreat.

Date: Friday 19 <sup>th</sup> November 2021	
France - Tour de France - research continued	
L.O: To investigate key aspects of human and physical geography	
To use atlases, globes and maps	
To use secondary sources of information and ICT as part of their investigations	
Success Criteria:	
Present their work on their chosen place on the Tour de France route	██████████
Start finding out key facts and information about Paris	██████████
Super-Stretching: Share PowerPoint presentations	
Part 3: The students shared their research on their chosen place - Katy put the work up on The Smartboard - either Word or PowerPoints so everyone could see it. Jason shared his own PowerPoint	
Part 4: The students then all begun research on Paris.	
How did you find the work?	
CT █ █ CS I GW VF Blue Green Yellow Red	
Exploring Consolidating Achieved	
Lesson Evaluation and Marking:	
★	You confidently shared your PowerPoint presentation
★	You learnt a lifeskill!
✓	Next Steps: To create a PowerPoint about Paris
General progress against targets:	
★	Confidently sharing your work with the class.

"By doing this we are preparing for the workplace and bigger, more important jobs"

Jason on PowerPoint and presenting to the class.

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**KS2 English Book Expectations**  
Presentation and developmental feedback

I will write the learning intention or title in the left hand corner, on the line and underline it with a ruler.

I will write the long date in the right hand top corner and underline it with a ruler.

Friday 28<sup>th</sup> June 2013

I I to be able to use descriptive phrases effectively

The white milky moon shone upon the neon stars. ~~Great~~ Glaring in the shadows of the darkness stood a tall figure. The clouds crept down as they turned to the misty guarding dark stranger. Newspapers rolled carelessly as the ~~as~~ rusty cars roared like a hurricane. The huge traffic lights stood tall like colossal sky scrapers.

I will cross any mistakes out by putting one line through them (using a ruler).

I will present my learning neatly by using the cursive script and writing on the lines.

You have used some fantastic adjectives and verbs in your descriptive paragraph.

To improve your writing, look at the sentence I have underlined and add an interesting opener. You could look at the learning wall to help you.

Majestically, the huge traffic lights stood tall like colossal sky scrapers.

I will glue any learning in neatly at the top of the page using the lines to help me.

I will carefully read all feedback and respond to it.

## KS2 Maths Book Expectations

Presentation and developmental feedback




I will write the title/learning intention in the centre, on the line and underline it with a ruler.

I will write the short date in the top right hand corner and underline it with a ruler.

21.06.13

Investigating Honey

Which is the best deal?

	price	offer	I want
	£1.50	2 for £2.50	2 boxes
	80p	5 for £3.50	5 bars
	£1.10	3 for £3.50	3 loaves

I will draw a margin and write any question numbers on the left of the margin.

I will glue any learning in at the top of the page and use the squares to help me.

1. The offer on cornflakes is good because

$£1.50 \times 2 = £3.00$

So you save 50p ✓

2. The offer on dairy is good because

$80p \times 5 = £4.00$

So you save ~~60~~ 50p ✓

Look you have used multiplication and shown your workings to calculate whether the offer is better value.

Look at question 2. Would it be a good deal if the offer was 6 for £4.25?


Yes because  $6 \times 80p = £4.80$  so you would save 55p.

I will present my learning neatly by using the cursive script and making sure that I write only one number in each square.

I will cross any mistakes out by putting one line through them (using a ruler).

I will carefully read all feedback and respond to it.

**Learning Outcomes Proforma for Experiential Curriculum Books**

CITY OF ROCHESTER SCHOOL EXPERIENTIAL EVIDENCE SHEET Challenger Troop			
			
Pupil name: Freya Winmill	Topic: Week 3- Resilience Week	Staff Member:	Date: 23.09.24
<b>Learning Aim:</b> To participate in the induction week at Challenger Troop. To develop an understanding of the rules and health and safety implications of the sessions and to follow instructions with a mature and sensible approach.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>To show increased engagement and participate in activities.</li> <li>To demonstrate positive attitudes towards offsite provisions.</li> <li>To display increased confidence in their abilities and willingness to listening to instructions.</li> <li>To exhibit improved collaboration and teamwork skills.</li> <li>To demonstrate a greater sense of responsibility</li> <li>Recognise and manage risk in everyday activities.</li> </ul>			
<b>SCERTS area of focus and key targets/Links to EHCP:</b> <ol style="list-style-type: none"> <li>1. Modifies language and behaviour based on partners' change in agenda.</li> <li>2. Uses language strategies to regulate arousal level during transitions.</li> <li>3. Shares intentions to regulate the behaviour of others: a. requests desired objects and activities c. requests a break b. requests help d. protests/refuses undesired objects or activities</li> <li>4. Uses self-monitoring and self-talk to guide behaviour</li> <li>5. Removes self from overstimulating or undesired activity</li> <li>6. Uses self-monitoring and self-talk to guide behaviour.</li> <li>7. Uses behavioural strategies to recover from extreme dysregulation.</li> <li>8. Removes self from overstimulating or undesired activity.</li> </ol>			
Key: <span style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; margin-right: 5px;"></span> Met inconsistently or with support <span style="display: inline-block; width: 15px; height: 15px; background-color: green; border: 1px solid black; margin-right: 5px;"></span> Met consistently			
<b>Written annotation of session and photographic evidence:</b>			
Level of wellbeing during session - Zones of Regulation			
Blue	Green	Yellow	Red
Level of support needed			
Emerging	Supported	Independent	Applying

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