

# Teaching, Learning & Assessment Policy/Guidance Document



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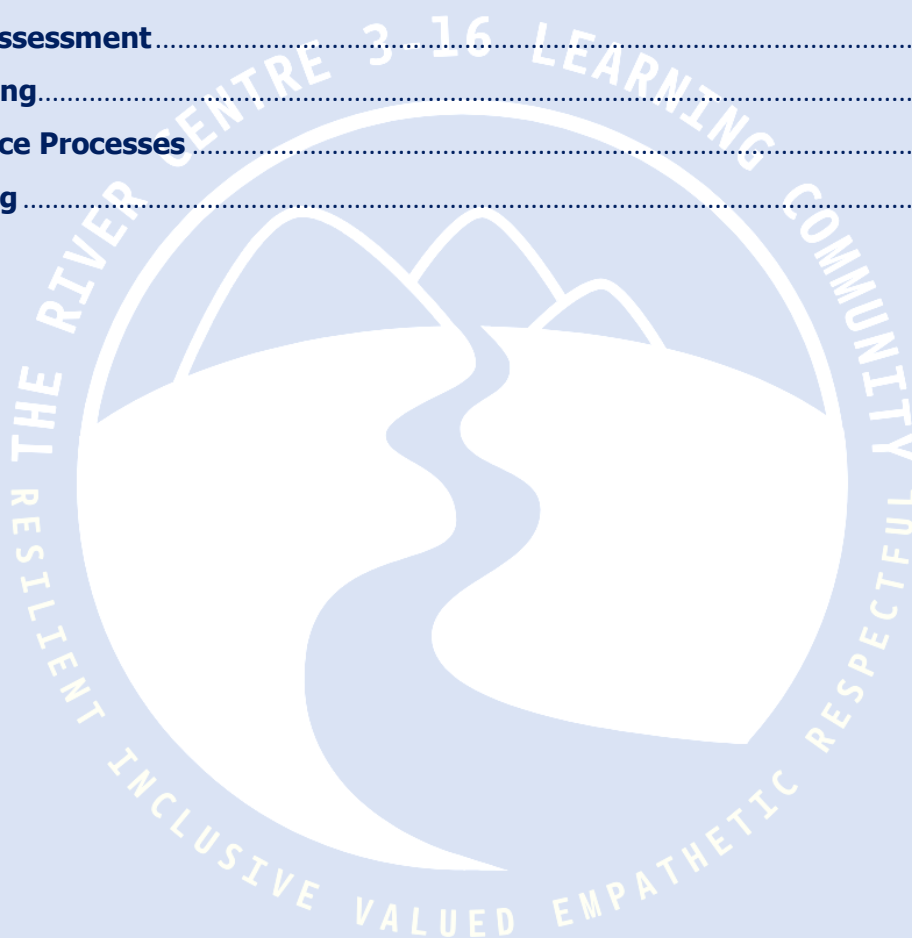
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## **Contents**

<b>Vision and Values</b> .....	3
<b>Purpose</b> .....	3
<b>Aims and Objectives</b> .....	3
<b>PPSE (Purpose, Progress, Support, Engagement)</b> .....	4
<b>The River Centre 3-16 Teaching and Learning Map</b> .....	6
<b>Lesson Planning</b> .....	7
<b>Feedback and Assessment</b> .....	9
<b>Adaptive Teaching</b> .....	11
<b>Quality Assurance Processes</b> .....	12
<b>Remote Learning</b> .....	16



## Resilient Inclusive Valued Empathetic Respectful

### Vision and Values

Our mission statement at The River Centre 3 – 16 Learning Community is, “Where Courage meets the Classroom, nurturing brave pupils every step of the Way.”

Our aim is simple, we will drive major improvements in every aspect of the school, and we expect The River Centre 3 – 16 Learning Community to be a shining beacon of the learning community in Blaenau Gwent and beyond. When our Pupils leave us, they will be prepared and ready for a 21st century workplace, and have the skills, resilience and competencies to do this. Our vision for the school is to celebrate and promote the four core purposes of the Curriculum for Wales as the cornerstones of our education system in creating Pupils who are:

- Ambitious, capable, ready to learn throughout their lives
- Creative and enterprising
- Ethical, informed citizens/Pupils
- Confident and healthy individuals

Our curriculum and our teaching and learning philosophy are underpinned by our values. These were chosen by our pupils and stakeholders and are woven into every aspect of school life. They provide a frame of reference for our learning environment, defining what we value, expect and even the things that we praise and thank each other for. As a community we embrace our values of being **resilient, inclusive, valued, empathetic, and respectful**.

Link to our curriculum statement: - <https://therivercentre.ovw4.juniperwebsites.co.uk/curriculum>

### Purpose

The purpose of this guidance/ strategy is one of a quality assurance tool. This will help maintain a high standard of teaching and learning at The River Centre 3-16 Learning Community and will allow us to continually evaluate and improve teaching practices.

### Aims and Objectives

This policy aims to:

- Explain how we create a positive learning environment at our school, with high expectations where pupils are inspired to learn to the best of their abilities.
- Support staff as they will be able to use this document as a robust strategy for teaching and learning
- Ensure all staff have clarity and understanding about what excellent teaching and learning looks like across the school and in their own AOLE, be fully aware and embrace The River Centre 3-16 Learning Community way of delivering high quality pedagogy
- Ensure all members of school community recognise the importance of excellent Teaching and Learning and a robust curriculum
- Ensure all staff have the skills and knowledge to identify gaps in pupils learning and to address this through their teaching

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## PPSE (Purpose, Progress, Support, Engagement)

As a school community, we have developed the aspects of teaching and learning that we will prioritise. These are **purpose, progress, support** and **engagement**.

### PPSE as a planning tool

PPSE is a thinking tool that enables effective lesson planning. It can be used as a starting point for planning the various components of a lesson or act as a challenge to assess whether the skills, knowledge and understanding we have planned is truly effective.

The River Centre 3-16 Learning Community lesson template has been designed to ensure the elements of PPSE become central to our planning, see below.

### PPSE as a reflection tool

PPSE provides a framework to enhance the lesson reflection process. In assessing the effectiveness of our lessons, we should reflect against each of the PPSE components.

How did we ensure that pupils understood the purpose of their learning? Were there opportunities for pupils to identify progress in their learning? Were pupils engaged in their learning? Did we ensure that all pupils were supported in their learning?

### Are the elements of PPSE discrete?

The elements of PPSE are designed to encompass the key features of an effective lesson. They are not mutually exclusive. In planning a lesson, an aspect or strategy designed to engage may also share the purpose of the lesson to the pupils.

### Suggestions for practical uses in the classroom

<h1 style="font-size: 2em;">P</h1> <p>Purpose</p>	<ul style="list-style-type: none"> <li>• Metacognition and self-regulation allow: Thinking about thinking, why are we learning? how are we learning?</li> <li>• Allowing pupil agency. <b>Agency</b> describes the ability to identify valued <b>goals</b> and desired outcomes, and to pursue those <b>goals</b> and outcomes proactively, purposefully and effectively.</li> <li>• Authentic context in learning helps pupils identify why the learning is purposeful. It helps them to understand why they are learning what they are learning.</li> <li>• Sharing the purpose of the learning can support pupil motivation and resilience, allowing for creativity, critical thinking, and the ability to solve complex problems.</li> </ul>
<h1 style="font-size: 2em;">P</h1> <p>Progress</p>	<ul style="list-style-type: none"> <li>• Improved confidence, perseverance and independence in tackling or applying a new skill or concept</li> <li>• Pupil identification of strengths and areas for development in their learning</li> <li>• Quality of learner conversations and discussions on learning improves</li> <li>• Improved responses after diagnostic verbal/ written feedback</li> <li>• Improved responses and quality of work</li> <li>• Making it stick - improvement in revisiting and retrieving learning</li> <li>• Prior knowledge and recall: allowing Pupils of previous learning and reflecting on what they know and don't know</li> <li>• Journey of learning and progress in books/ folders</li> <li>• Application and transferability of skills across AOLE areas</li> <li>• Tangible improved global grade/ grade/ mark/ data outcomes</li> </ul>

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<h1 style="font-size: 2em; margin: 0;">S</h1> <p style="margin: 0;">Support</p>	<p>Teaching strategies that <b>support</b> and <b>challenge</b> all pupils. Support through challenge can involve strategies like: -</p> <ul style="list-style-type: none"> <li>• Establish extension / supplementary activities to encourage Pupils to further challenge and deepen thinking</li> <li>• High challenge/ low threat; creating environments where there is a balance of challenge which lets Pupils take risks</li> <li>• Planned questions to challenge all Pupils</li> <li>• Closing the gap strategies, including:             <ul style="list-style-type: none"> <li>- No opt out-expectation that a learner attempts to answer a question and not simply state 'don't know'</li> <li>- Silent Silo-Pupils thinking in a more considered and deliberate way</li> <li>- Stretch Zone- Putting Pupils in stretch zone, they may feel slightly uncomfortable or anxious, but this is where real growth and learning occur</li> <li>- Stretch it out- reward right answers with harder questions that extend learning</li> <li>- Task target time- promote high engagement in learning through the clarity of the task setting. State the task, be explicit with the expected outcome and be explicit about the time given, using visual timers when appropriate</li> <li>- Right is right-Concept that all answers have aspects of 'right' within them, teachers then encourage Pupils to improve responses. Don't fill in the gaps for Pupils</li> <li>- Summarise- in a limited number of words</li> <li>- Deliberate fail- stretching activities that are highly likely to end in 'failure' but develops Pupils' resilience and perseverance</li> </ul> </li> </ul> <p>Support involves strategies like: -</p> <ul style="list-style-type: none"> <li>• Scaffolding. 'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities</li> <li>• Explicit instruction. Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching"</li> <li>• Cognitive and metacognitive strategies. Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths</li> <li>• Flexible grouping/intervention grouping. Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met</li> <li>• Using technology. Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/or parents can be effective, especially when the pupil can act on this feedback.</li> </ul>
<h1 style="font-size: 2em; margin: 0;">E</h1> <p style="margin: 0;">Engagement</p>	<ul style="list-style-type: none"> <li>• Easily accessible starter activities with no barriers</li> <li>• Skilful questioning through: Pose, pause, pounce, bounce. Challenging Pupils, deepening their thinking and developing their listening skills</li> <li>• Lesson hooks- multimedia/ videos/ scenarios/ authentic themes. Images, music or video clips can establish and promote discussion through curious and inquisitive minds</li> <li>• Closing the gap activities such as targeted, planned feedback that engages pupils through reflection on their learning</li> <li>• Engaging pupils through strategies such as;</li> </ul>

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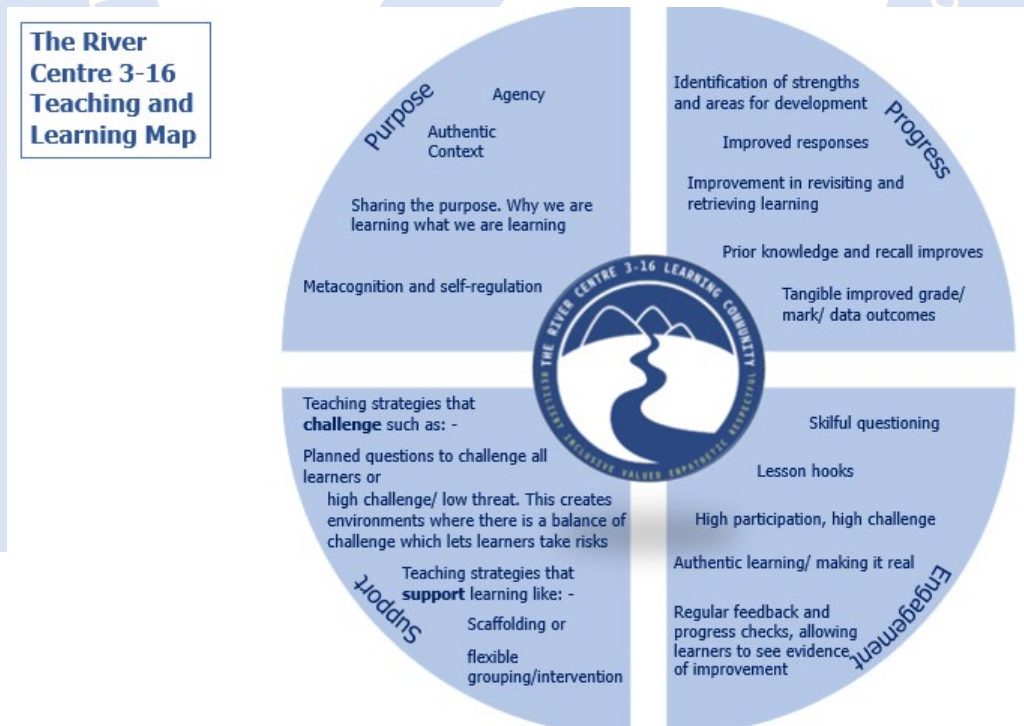
- Everyone Writes - Low stakes, prepare Pupils to reflect in writing before they respond orally. High participation ratio activity.
- Turn and talk - discussing responses with a designated partner, encouraging students to better formulate their thoughts and responses
- Cold call - teacher asking a learner to respond without prior notice
- A no hands up approach in responding
- High participation, high challenge - ensuring as many Pupils as possible are having opportunities to participate in the learning process
- Regular feedback and progress checks, allowing Pupils to see evidence of improvement
- Effective use of technology- I pads, appropriate software etc
- Authentic learning/ making it real- linking learning to real life
- Effective pair and group work- supporting and developing cooperation and collaboration
- Effective use of timers- no wasted time, pace of lesson

### The River Centre 3-16 Teaching and Learning Map

The River Centre 3-16 Learning Community pedagogy map reflects our teaching and learning philosophy and framework. It's a tool to ensure effective teaching and learning takes place every lesson and Pupils receive high quality teaching and learning in their everyday diet.

The pedagogy map will constantly evolve through evaluation and feedback from all stakeholders and updated accordingly. It is a visual stimulus to represent our approach to teaching and learning and some of the strategies that we use.

The pedagogy map can be used to plan and reflect on lessons, incorporating PPSE, the school values, pedagogical principles and has the four purposes at the heart.



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### Lesson Planning

The lesson planning pro forma below shows how staff can plan a lesson using our teaching and learning philosophy if they wish. Whilst this is optional for planning, feedback from learning walks will be recorded on this document as it supports reflection and focusses on the learning of our pupils.

<b>Teacher/observer (s)</b>		<b>Topic</b>	
<b>Date</b>		<b>Class</b>	

#### *Pedagogical Elements*

Element of our 4 pillars	Detail
<b>P</b> Purpose	
<b>P</b> Progress	
<b>S</b> Support	
<b>E</b> Engagement	

<b>AFL</b> Assessment for learning.	
<b>Skills Development</b> How did the teacher/pupils develop skills during the lesson?	

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**ALN – were pupils needs met during the lesson?**

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**Additional resources (including additional adults) – how were they planned for during the lesson?**

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**Strengths- learning and progress of pupils/ skills, knowledge and understanding/A2L**

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**Main areas to Consider;**

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**Teacher Next Steps- what areas will you develop and how will you do this? Agreed during the coaching feedback conversation**

Development Area	How/ support needed/ timeline/ intended impact?
1.	
2.	

## **Feedback and Assessment**

Feedback and Assessment

### **Aim**

To ensure that all Pupils receive timely and effective feedback across the curriculum that allows them to adapt their learning and make progress.

To develop a culture where feedback becomes habit and is part of the everyday planning, delivery and evaluation of learning. This is integral to the formative development of Pupils rather than just a summative outcome.

### **Outcomes**

- Feedback, in all its forms, written, verbal or digital is delivered consistently well within subject and AOLE areas
- Pupils and teachers see feedback as an integral part of lesson time and planning
- Lesson delivery uses feedback as part of a process which allows for more explicit planning, drafting and practice of key skills and learning activities, moving towards mastery rather than many opportunities to complete a task/activity
- Pupils' response and integral part of the feedback cycle is a habit and has visible impact on progress

### **Process**

Feedback at The River Centre 3-16 Learning Community is:

- regular and timely
- focussed and specific
- acted upon
- best practice shared

### **Process**

Regular and Timely;

- Feedback given to Pupils regularly in their learning and can take the form of written, verbal, digital, or a combination of all three
- Each subject has regular summative assessments for Pupils at least once every half term
- Feedback is a priority, and this is identified in SOL
- Timely feedback adheres to the principle that the sooner the feedback is given the more impact it has on the learning and progress. Feedback at the point of learning is a priority where appropriate

### **Focussed and Specific**

Feedback should ensure progress in learning, show the learner how to close the gap and move to the next level and develop Pupils' knowledge, skills and understanding. Feedback should be manageable and clear to Pupils if it is going to have impact. Examples of effective feedback strategies could include;

Assessment criteria	Creating shared assessment or success criteria which is clear to all Pupils
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Effective questioning	Posing a question that prompts a learning conversation or acts a target for Pupils
Whole class feedback cribb sheet	Captures collective class learning and sets learning targets. Identifies what the class have understood and general misconceptions
Marginal gains	Using the principle of marginal gains to identify small changes that could be made to improve a task, approach or a piece of work
Shortening the feedback loop	Feedback is given as soon as possible after a task/ action is completed by Pupils, allowing them to understand how to achieve success in a timely manner.
Pupil response time	Ensure that there is response time built into the start of the lesson immediately after returning assessed work. This gives time to Pupils to understand the feedback and close the gap.
SPAG marking	Ensure that the SPAG whole school marking is used to ensure that spelling and grammar errors are identified and improved by Pupils.

### **Acted Upon**

Pupils need time to act upon the feedback given. This is from teacher, peer and self-assessment which is built into the learning. It is essential to build in time to enable Pupils to reflect and act upon the feedback to close the loop. Instilling the discipline of Pupils reflecting in order to improve is essential. Establishing clear routines and training on how Pupils give and receive feedback is essential.

### **Best Practice is shared**

Staff should have opportunities to share best practice, learn from one another and work across other curriculum areas in order to improve the quality and effectiveness of feedback provide to Pupils. This is facilitated in the following ways;

Whole school INSET

Full staff meetings

Professional learning meetings

Ongoing bespoke support for T&L

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## Assessment and Feedback Map

**The River Centre 3-16 Teaching and Learning Assessment and Feedback Map**

Forward looking responsive teaching – reading the room and responding	Forward looking formative snapshots – progress checks and planned responsive teaching	Summative snapshots – robust, comparable evidence	Feedback
<p>Assessment activities that inform the immediate next steps for teacher and pupils</p> <ul style="list-style-type: none"> <li>➤ Attitudes to learning</li> <li>➤ Circulation</li> <li>➤ Questioning</li> <li>➤ Mini whiteboards</li> <li>➤ Discussions</li> <li>➤ Application</li> <li>➤ Technique practice</li> </ul>	<p style="text-align: center;"><b>Low or no stakes</b></p> <p>These identify the extent to which pupils have understood or retained specific skills, concepts or material</p> <ul style="list-style-type: none"> <li>➤ Progress checks/pop quiz covering limited material</li> <li>➤ Starter activities</li> <li>➤ Short pieces of homework</li> <li>➤ Retrieval practice/spaced practice</li> <li>➤ Multiple choice quizzes</li> </ul> <p style="text-align: center;"><b>Medium stakes</b></p> <p>Identify the extent to which pupils have understood/retained a larger volume or more complex skills, concepts or material over a longer period of time</p> <ul style="list-style-type: none"> <li>➤ End of significant topic progress check</li> <li>➤ Multiple topics/application of multiple techniques</li> <li>➤ Presentation and performances</li> <li>➤ Significant homework assignments</li> </ul>	<p style="text-align: center;"><b>Higher Stakes</b></p> <p>A snapshot of a point in time. How much can pupils do? How much do pupils know/understand? These can inform us about the quality of the curriculum and its delivery. They help to identify the extent to which pupils have i) understood or retained the curriculum taught ii) are able to make links between different aspects and iii) apply their knowledge</p> <ul style="list-style-type: none"> <li>➤ Carefully constructed formal summative assessments</li> <li>➤ Controlled consistent conditions</li> <li>➤ Agreed currency for communicating outcomes</li> </ul>	<ul style="list-style-type: none"> <li>➤ High quality, purposeful feedback is provided to pupils as part of our ongoing practice</li> <li>➤ Student responses and improvements are captured in writing</li> <li>➤ Feedback/marking should be timely and regular</li> <li>➤ Appropriate success criteria should support peer and self assessment</li> <li>➤ Summative assessments should support progression and provide purposeful next steps</li> <li>➤ Feedback should support PPSE. It should be purposeful, ensure progress, be supportive and provide pupil engagement</li> </ul>

## Adaptive Teaching

The Additional Learning Needs Code for Wales (2021) is an act of law that places the legal responsibility for meeting the needs of all Pupils with additional learning needs (ALN) with the class teacher.

The Additional Learning Needs Code states that a learner has ALN if they have an identified additional learning need (such as dyslexia, ADHD or Autism) and needs additional learning provision (ALP). At The River Centre 3-16 Learning Community all of our pupils have a Local Authority IDP.....

All pupils are supported by a One Page Profile. This is also a legal document and contains Teacher Strategies and Access Arrangements that you must follow by law.

One Page Profiles (OPPs) and IDPs are accessible to all members of staff and it is very important that you set time aside to read all of the OPPs and IDPs for ALN Pupils in your class.

Adaptive Teaching is different than traditional differentiation because the differentiation implies treating a pupil with ALN differently. This has implications with the Equality Act 2010. Adaptive Teaching means making your lesson accessible to all Pupils in the classroom. This means that all Pupils benefit from your lesson.

For example, a dyslexia friendly lesson has large font size on PowerPoints and worksheets. PowerPoints and worksheets should have an off-white background (cream, very light blue or green) with black fonts only. PowerPoints and worksheets should not be busy and be simple to read. However, include pictures wherever possible. If a dyslexic learner asks for a laptop for extended writing, please allow them to use one.

An ADHD friendly lesson has a clear routine. Pupils know what is happening now and what they have to do next. Pupils should have a learning task sheet, that they can tick off as they complete tasks. Lessons should be broken down into chunks to allow for shorter attention spans. The teacher should prompt ADHD

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Pupils when they notice them lose focus and concentration. The teacher should use praise with all Pupils as this motivates Pupils with ADHD.

An Autistic friendly lesson happens in a very calm environment. Autistic Pupils have sensory needs so are affected by loud noises, background noise, bright lights, movement and unexpected touch. Never demand eye contact and try not to be too authoritative, whilst still having good behaviour management in the class. Once again routines, praise and task sheets, help to motivate Autistic Pupils.

Most of the Pupils in our school that have experienced childhood trauma and ACEs (Adverse Childhood Experiences). These Pupils can present as having ADHD and display some challenging behaviours in the classroom. Relationships are very important to these pupils as they need to feel safe in your lesson. Try to motivate them with praise but be very clear with firm rules and boundaries.

### **Quality Assurance Processes**

#### **Rational**

Our QA process fit with our school values, link strongly to professional standards, creates equity for all staff and ensure there is transparency throughout our processes. It also supports continuous evaluation and improvement planning both individually and as a learning organisation.

#### **Aim**

The cycle provides a developmental opportunity for Curriculum Leaders and staff to receive feedback and celebrate the strengths and areas of best practice, which can be widely shared across the school. Furthermore, it will also identify and target specific areas of development which can be revisited in the 'Curriculum Learner Experience Review'. The 'Curriculum Learner Experience Review' explores a specific curriculum area and allows the curriculum area to make effective and sustained continuous improvement aligned to the strategic direction, aims and aspirations of the school. It allows for further exploration of the curriculum area and evaluation of the learning experience occurring.

#### **5 Key Questions and our MER (pupil, parent and staff voice)**

We use Sharratt's 5 questions as a tool to reflect and evaluate learning. They pose a framework for us to discuss teaching and learning and assessment as a learning community. Perhaps most importantly, it provides us with the framework to speak to our pupils about their learning.

Rationale from Lyn Sharratt's work:

*'While gains in student achievement occur inside the classroom and are directly influenced by the effectiveness of the teacher, large system change, in owning every student, is only possible when everyone in the organisation sees him- or herself as responsible for the success of each student.'*

*'One way to assess how we are making a difference for each student is to check for deep use of assessment "for" and "as" learning by asking five critical questions that I first asked students and now ask teachers and leaders as well:*

1. *What are you learning?*
2. *How are you doing?*
3. *How do you know?*
4. *How can you improve?*
5. *Where do you go for help?*

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School leaders who do daily Learning Walks and Talks gather evidence of teachers' intentional teaching and of students' improvement when they ask students the five questions above. Students who can accurately describe their learning, and how to improve, close the achievement gap.

The power of 'Five Questions' is in the answer to the question "How do you know 'all students' are learning?" System and school leaders at every level who ask students the five questions get feedback on how explicit the instruction is and improvement is progressing. They use that feedback to become a large and focused part of every Professional Learning session, which is critical for all teachers and leaders to craft collaboratively. Taking daily Learning Walks and Talks to ask Pupils the five questions is essential. Similarly, ensuring that teachers have the time to reflect on the firm foundation necessary for all students' mastery of reading, writing, oral language, and problem-solving skills to answer the five questions provides the springboard needed to incorporate the 21st-century learning skills into the curriculum content.

For the Pupils to be able to articulate effective responses to the five critical questions, it's imperative that staff are clear on the intended learning and the Pupils have clarity on lesson intentions, success criteria and development of their skills, knowledge and understanding.

**5 Critical Questions**

- What are you learning?  
Beth wyt ti'n dysau
- How are you doing?  
Sut mae pethau'n mynd?
- How do you know?  
Sut wyt ti'n gwybod?
- How can you improve?  
Sut alllet ti wella?
- Where do you go for help?  
Ble wyt ti'n mynd am help?

**5 Cwestiwn Allwedd**

### 5 questions for parent voice

The 5 questions also provide us a framework to gauge how parents are involved in their child's learning and how staff are reflecting on their teaching. The slides below show the 5 questions asked to parents and staff.

### 5 Critical Questions For Parents

Question	Learner	Teacher	Parents to child; instead of asking how was school today:	Parents to teachers (parents evening?)
1	What are you learning? WHY	What do I want my pupils to learn?	What are you learning?	What is my child learning?
2	How are you doing? (in that learning)	Why am I teaching it?	How are you doing?	How are they doing?
3	How do you know how? (how you are doing)	How am I going to teach it?	How do you know how you are doing?	How do you know how they are doing?
4	How can you improve?	How will I know if my pupils have learned it? What if they haven't?	Where do you go for help if you are stuck?	How can they improve?
5	Where do you go for help? (if you are stuck)	What's next if the teaching has worked and if it hasn't worked. Where do I go for help as a teacher?	How can you improve on your learning? What are you most proud of?	How can I support them? How do you support them if they are struggling? When can we check in again?

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### 5 questions for staff voice

### 5 Critical Questions As A Teacher

Q	Learner	Teacher	For example...
1	What are you learning? WHY	What do I want my pupils to learn?	Are you consistently sharing the <b>what and why</b> at the start of the lesson and referring back to them? Do you highlight any skills, knowledge and understanding linked to prior learning and the lesson (s) ahead?
2	How are you doing? (in that learning)	Why am I teaching it?	How does this link to prior and future learning? (Role modelling) How does this make the learning 'real' and 'authentic'? Do they understanding the 'bigger picture'?
3	How do you know how? (how you are doing)	How am I going to teach it?	Am I applying appropriate strategies for T&L? Am I planning for skills development? Are there appropriate resources – group work, discussion, video clip, extended writing etc.? Consider appropriate feedback strategy. (diagnostic, verbal etc)
4	How can you improve?	How will I know if my pupils have learned it? What if they haven't?	Checking for understanding and how do you know? Use of AFL to determine how secure the learning is before moving on. Feedback provided to students. Use of success criteria. Avoid assumptions – can they demonstrate their learning?
5	Where do you go for help? (if you are stuck)	What's next if the teaching has worked and if it hasn't worked. Where do I go for help as a teacher?	<i>Has worked</i> – retrieval practice to consolidate learning and move on with SOL. <i>Hasn't worked</i> – revisit different strategies, personal feedback, colleagues

### Collaborative Book Reviews

Collaborative book reviews are conducted with staff feeding back on the books of colleagues as a group. As an SLT group, we are able to sample books and QA staff feedback. This enables us to feedback individually to staff, but also see common areas of strength and areas for development.

## Learner Experience Book Look Collaborative Lead Process

### Learner Experience Book Look

Date:

**Rationale:** To ensure a more collaborative, developmental and transparent approach is adopted through the school. Collaboration and transparency is evident across all areas of the school including with stakeholder and external agencies.

Curriculum Area/ AOLE		Pupil names	
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Pupils attitude to learning	
Neat presentation	
Levels of pride in work	
Pupils response to feedback	
Pupil reflections (self-editing)	
Handwriting	
Completed tasks	

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Learning tasks	
Variety of learning tasks Adapted Learning (support) Purposeful Engagement and challenge	
Skills	
Literacy DCF Numeracy	
Assessment	
Evidence of marking Evidence of prior knowledge Evidence of progression Evidence of pupil engagement in their feedback	
Further comments/ findings	
Areas for development  	

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## Learning walks

Focussed learning walks throughout the year will be undertaken. Each area of our teaching and learning philosophy (PPSE) will be reviewed through the year as well as a specific, focussed look at adaptive teaching strategies and skills development. Learning walks are also conducted informally to support an ongoing dialogue between staff which can be shared at staff meetings which occur every day. Our pro forma for learning walks is the same as our lesson planning document. This ensures staff are focussed on the key areas to support teaching and learning.

## Pupil Progress Meetings

These calendared meetings take place throughout the year with staff. They focus on each individual pupil's progress so that we can identify, together, areas for their development or any intervention that they require.



Class and Pupil Progress Overview Document

Class:-

Class Overview (what is the class dynamic like? What are they currently learning? What does learning look like?)

Pupil	Attendance	ALN	Context (agency involvement, family circumstance etc.)	Progress in learning (books, verbal feedback, observations, assessments etc.) PLEASE INCLUDE DATA TRACKPOINT INFORMATION and Qualifications currently being completed.	Support in learning (support they are having and support needed)	Further comments

## Line Management

Line management of all staff provides invaluable, dedicated time for each staff member to discuss the progress and concerns of all pupils. It is also an opportunity to feedback, individually, to staff their strengths and areas for development from the MER fortnightly focus.

## Assessment recording and reporting

Staff input pupil progress data and pupil wellbeing data at key points throughout the year. This shows our community the progress pupils are making and enables us to make individual plans for the learning and wellbeing. It also allows us to share tangible information with key stakeholders such as parents and governors on pupil progress and wellbeing. Data input is conducted collaboratively and a discussion about every pupil is had through line management and staff meetings.

## Remote Learning

In the eventuality of the school being closed, learning will take place remotely through blended learning. The vehicle for this will be either the Teams or Google Classroom platform.