



Teaching and Learning Policy

Name of Headteacher:	Claire Martin
Date Policy approved and adopted:	Summer 2024
Date Due for review:	Summer 2027



Merdon Junior School

‘Achieving the best for all’

This policy aims to provide information of the Intent, Implementation and Impact of the Teaching and Learning strategies at Merdon Junior School

Introduction

At Merdon, we have a very clear purpose, which is simply to provide the highest quality learning opportunities we can, to the children in our care. To fulfil this, we recognise that our children need to feel safe and secure in themselves and their learning, so that they are willing to take risks and challenge themselves enabling them to achieve more than they thought they could. Opportunities for high quality learning are only possible when this is mirrored and facilitated through high quality teaching.

Teaching and learning is not restricted to the children and the school highly values the professional development and learning that takes place for all staff alongside that of the children's. As a school, we promote an ethos that promotes a commitment to learning and challenge in all aspects of life.

At Merdon, we believe that teaching and learning should not be restricted to the classroom. We regard the outside environment as a key element within the teaching and learning process and is pivotal in widening the experiences of our children. Incorporating British Values into our curriculum, we regard ourselves as an inclusive school, valuing individuals, their uniqueness and the contribution that they make to our whole school community and beyond.

We provide a safe, creative and challenging learning environment aimed at preparing pupils beyond school life. We value pupil voice and include the views of our children in making decisions that shape and move our school forward. We believe that every child should be provided with equal opportunities, regardless of race, gender, religion and ability and whether they have physical, sensory, emotional, behavioural, specific or general needs. Every child is entitled to a broad and balanced curriculum which is delivered through an integrated approach based on the National Curriculum.

Aims

Our school has a fundamental set of Learning Behaviour Values that are fully embedded within the children's learning.

We identify 6 key elements to learning through our values; IGNITE. These values unite elements of learning behaviours that we believe are central to success.

Our aim through these is to create effective learners who can demonstrate:

- INDEPENDENCE
- GROWTH MIND-SET
- NEVER GIVING UP

So that they can be:

- INNOVATORS
- TEAMWORKERS
- EVALUATORS

To achieve this, we as a school:

- Seek a forward-thinking approach to Teaching and Learning through the research and study of current pedagogy.
- Provide a broad, balanced, and creative curriculum that recognises and utilises opportunities to support children to develop and embed their learning values.
- Create a rich and varied learning environment that inspires, challenges, and motivates learners, whilst celebrating their achievements.
- Fully understand a child's current learning strengths and gaps and addressing these effectively using strategies such as high-quality Assessment for Learning, effective feedback and Pupil Progress reviews.
- Help the children to understand and assess their own learning journey, taking responsibility for challenging themselves and knowing their next steps in learning.
- Fully involve the children, parents and other members of the community at frequent, relevant and appropriate times throughout the year.

Our Approach

Pedagogy and Research

Effective teaching is underpinned by a shared and collective understanding that learning involves a lasting change in children's capabilities or understanding, and, that effective teaching can transform pupils' knowledge, capabilities and beliefs about learning. Teaching should be evidence-informed and draw on the research into cognitive science around how children learn and both working memory and long term memory. It requires a multifaceted approach whereby specific strategies are deployed to ensure effective teaching takes place in the classroom. This policy outlines the strategies and is regularly modelled to teachers through professional development. It is monitored for implementation and utilised across subjects and year groups.

Effective teaching is defined as that which leads to improved pupil achievement using outcomes that matter to their future success. Through the school's investment and belief in effective continuous professional development, combined with monitoring and evaluating the impact of implementation, teachers are supported in developing the following components of effective teaching.

Pedagogical content knowledge

Research states that the most effective teachers have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to students' learning. As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions.

Quality of instruction

This includes elements such as effective questioning and use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for children, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also elements of high-quality instruction.

Classroom climate

This covers the quality of interactions between teachers and children and teacher expectations. Teachers create classrooms that are constantly seeking more whilst recognising children's self-worth. It also involves attributing the children's success to effort rather than ability and valuing resilience to mistakes.

Classroom management

Teachers' abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage children's behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place. These environmental factors are necessary for effective learning.

Teacher beliefs

Why teachers adopt particular practices, the purposes they aim to achieve, their theories about what learning is and how it happens and their conceptual models of the nature and role of teaching in the learning process leads to build a vital culture in the classroom which supports children's learning.

Professional behaviours

Behaviours shown by teachers such as reflecting on and developing professional practice, participation in professional development, supporting colleagues, and liaising and communicating with parents have also shown to lead to effective teaching and learning and benefit children's outcomes.

Cognitive science of how children learn

Children learn by committing knowledge and skills stored in their working memory to existing knowledge stored in schemas (memory stores) in their long-term memory. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. Long-term memory can be considered as a store of knowledge that changes as children learn by integrating new ideas with existing knowledge.

Children learn new ideas and concepts by building on and making reference to ideas they already know, stored in schemas. To support children with making these links, a well-sequenced curriculum is required to ensure children have the prior knowledge they need to be able to master new ideas. This includes building on knowledge the children have acquired in Key Stage One. Children's prior knowledge plays an important role in how pupils learn. When key facts are committed to children's long-term memory, it supports children in learning more complex ideas.

Schemas help children to organise and interpret information. They contain the previous knowledge and experience required to be drawn upon and matured when learning something new related to that concept. It helps to assist with the learning of new information around that schema. For example, in reading, in order to comprehend a story, the schema provides a context by triggering related information. In maths, it allows for relationships to be made across mathematical concepts allowing for strategies used previously to be drawn upon and working memory not to be overloaded.

Teachers at Merdon use their knowledge of the National Curriculum to recognise what schemas should already have been built which they can then add to. Knowing what is already in children's schemas supports them in planning for making connections and using the information and prior knowledge to build more mature understanding around concepts. It helps them reflect on where misconceptions may have arisen to enable them to address these before new teaching. Regular feedback and assessment ensures that misconceptions are addressed early before incorrect knowledge is added to the schema and stored in long term memory.

Research shows that ensuring errors and misconceptions are corrected early, leads to knowledge being retained more accurately. Continuous reviews of previous learning supports connections being strengthened between existing knowledge and new knowledge. Children need to overlearn these skills and knowledge for it to become automatic. To avoid overloading, information should be presented in small steps to allow children to make connections and be supported through guided practice. Questions enable teachers to understand how the learning has been understood and whether further support or guidance is needed.

In order to learn, children transfer information from their working memory and commit it to their long term memory, where it is stored and can later be retrieved. Working memory has limited space and therefore it can be easy for children to become cognitively overloaded by tasks that are too demanding. Teachers use modelled and worked examples to support children and reduce their cognitive load. This is a step-by-step demonstration of the task and as children become more confident, this support is gradually removed. Teachers will often demonstrate using a range of strategies, for example a verbal explanation alongside a model, picture or graphic. These need to complement each other to ensure the learning is enhanced. This is further supported by delivering new concepts and ideas through a carefully paced explanation. Effective modelling makes abstract ideas concrete and accessible to children.

Allowing time for guided practice helps children to rehearse new learning and apply the knowledge added to their schema. It allows time for teachers to question children and provide feedback within their guided practice to check children's understanding. A success rate during guided practice leads to a greater success rate when pupils then work independently.

Scaffolds are used as a temporary measure to help children work in their Zone of Proximal Development (the areas just outside where children can work independently) and be challenged yet supported with their new learning. Scaffolding must be removed when children become more confident to enable understanding and new learning to be applied. Independent practice should be monitored and revisited often to ensure the new learning has been remembered and allow children the opportunity to become fluent and for connections within and between schemas to be made.

Children respond to high expectations set and learning happens when children work through cognitive struggle appropriate to them. Through constant use of assessment for learning, teachers ensure that children have mastered the prerequisites to new ideas and information. To support children in building their memory, teachers ask children to reason and explain which helps to focus the children's attention on meaning. It is essential that teachers then provide time for children to practice and that this is spaced over time whereby new learning is reviewed across weeks and months to support long term memory and recall.

An essential part of children acquiring new skills and knowledge is through effective feedback. Research suggests that good feedback is specific and clear and focused on the task rather than the child. Feedback is explanatory and focused on improvement rather than just verifying a child's performance.

For children to learn, they need to be motivated and this happens by children believing that intelligence and ability can be improved through hard work. Teachers support children to arrive at these important beliefs by praising their productive effort and strategies, rather than their ability. Teachers support children to monitor their own thinking and be metacognitive; this helps children identify what they know and what they do not yet know. Explicitly teaching children metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. Teachers build classroom environments and cultures where children believe they belong and are accepted within them. Growth mindsets are built to ensure children see constructive feedback as a sign of others' beliefs that they are able to meet high standards.

Section 1

Intent

Planning the learning journey

At Merdon, we believe that the planning process, whether it is a unit of work or an individual lesson, is a key element of effective teaching and learning. It is an expectation that teachers in each year group, work together to map out the 'Learning Journey' using a process called Reverse Engineering. This involves starting at the outcome and 'working backwards', identifying individual steps in learning to achieve this outcome

Topic Overview Grids	
Topic Overview Grids, TOGs, are the equivalent of a long-term plan within the Merdon Model. The TOG is designed to provide all stakeholders an overview of the curriculum coverage for each topic of work. The TOG also provides links across prior and current learning and where the schools values are threaded through. Explicit links to outdoor learning, e-safety and the RSE curriculum are indicated.	
Intent - The intention of this approach is;	To provide the overview of the topic/ unit of work for that half term. To explain how the school's learning values will be developed and threaded through each topic. To explain what links will be made to core subjects throughout the topic
Implementation - this will be achieved by;	Overviews are planned, written, and uploaded to the school website within the first week of term. Overviews should be updated accordingly
Impact - monitoring and evaluating will recognise the impact as;	Parents recognising the learning from the website Clear overview of units of work allowing for coverage checks by subject leaders SLT to monitor inclusive and links throughout the curriculum.

S Planning
A primary part of planning at Merdon involves a professional conversation between staff. Teachers use an S Plan format to map out the learning journey, identifying possible misconceptions and opportunities for challenge. Planning is recorded in S planning books and is individual to each cohort. There is no expectation to record the planning in electronic format.

Leaders are encouraged to work alongside year teams to support planning. Members of SLT often offer professional support during PPR sessions to ensure the best outcomes for pupils.	
Intent - The intention of this approach is;	To enable a professional conversation around teaching and learning of the National Curriculum To map out the small steps of learning that enables staff to scaffold and challenge the needs of all pupils Identify any potential misconceptions To use formative and summative data to inform planning needs To pre-plan key questions to ask children throughout individual lessons
Implementation - this will be achieved by;	Shared PPA times for all year groups with collaborative approach Pukka pad approach for all planning - S plan to use the reverse engineering approach that strategically identifies the desired outcomes and supports the teaching and learning steps to get there. S plans to include how concrete resources will be used and the scaffolding required to ensure an inclusive approach to teaching and learning S Plans are shared with the class at the beginning of a unit to ensure a metacognitive approach and enable children to see the steps taken towards the outcome. Children have the 'S' plan shared with them again at the end of the unit of work to self-reflect and evaluate their understanding. Crib Sheet of expectations and key expectations inside book. Appendix
Impact - monitoring and evaluating will recognise the impact as;	Regular monitoring of S Plans show steps in learning to desired learning Intention S Planning planning books show; ● Formative assessment reflections throughout. ● Learning Intentions and enquiry questions ● Misconceptions ● Challenge and scaffolding opportunities ● Inclusive practice ● Key questions Teachers use children's self-evaluations as a way to assess their understanding and to inform future planning. This is completed in conjunction with pupil conferencing and assessment tasks to inform both formative and summative assessment.

Inclusion Scaffolding and Challenge
Scaffolding and challenge are key elements of the planning process and essential in achieving the best for all learners. Both apply to all learners across the whole curriculum, despite ability and attainment.

At Merdon, we recognise that Scaffolding, when delivered effectively, allows for all learners to achieve the Learning Intention. Building on prior knowledge and understanding, teachers can use a range of scaffolding strategies to enable all children, in all subject areas, to achieve success. There are various different forms of scaffolding, including pre-teach strategies, breaking down learning into smaller steps or some form of adult intervention. Like scaffolding, we believe that challenge is for all and this is structures our vision that we set high quality standards to enable all pupils to achieve. We recognise the key benefits that challenge can bring, including deeper thinking and perseverance. Challenge is continually implemented through the learning journey and all pupils are encouraged to embrace challenges through the school's IGNITE leaning behaviours.	
Intent - The intention of this approach is;	To enable all children to access the learning and ensure a mastery approach is adopted To ensure all children, no matter what ability or special educational need, experience challenge
Implementation - this will be achieved by;	Accessible resources in all classrooms and all children to be encouraged to use them independently Teachers modelling use of resources to support children in understanding how they can help them learn Scaffolding and challenge being explicitly planned for and recorded on S plans so that teachers and support staff know what scaffolding will be used each lesson Subject leaders regularly monitoring the effective use of scaffolds and the impact of this on children's learning and understanding Scaffolds being removed at the appropriate point to lead to children's independence Support children in the development of a mindset that recognises how resources can help them show their understanding of a concept.
Impact - monitoring and evaluating will recognise the impact as;	Subject leaders will monitor the use of scaffolds and challenge within lessons through learning walks and provide feedback on the effectiveness. Following this, CPD will be planned in to support teachers where necessary with scaffolding and challenge. Regular opportunities for pupil conferencing for children to share how they are supported and challenged in their learning Learning walks with a focus on scaffolding and challenge completed Children will be able to share what supports them in their learning and how they are challenged Children's books will show children being given appropriate scaffolds and challenge and learning will be moved on as a result

Teacher books

In English and Maths, teachers model an example of the learning outcome in Teacher books. Staff use this process to model the expectation of the learning which can be used to support high quality outcomes as well as allow pupils to self-assess their own learning during the lesson	
Intent - The intention of this approach is;	To allow the teaching staff to show a shared outcome with each other, LSAs and pupils, that is consistent in its approach To model an example of pupil outcomes including presentation To support self and peer assessment
Implementation - this will be achieved by;	Key learning outcomes being planned and mapped out by the class teachers Provide a clear, consistent approach of learning expectations across the year group Use alongside the visualisers (or equivalent) to model learning and thinking The children using the teacher book to reflect upon their learning outcomes Teachers will continue to monitor and feedback on children's learning to ensure children are working accurately Support will be provided to help children use the teacher book independently, accurately and honestly
Impact - monitoring and evaluating will recognise the impact as;	Consistent planning approaches High expectations of presentation Increased independence in learning through self and peer evaluation and feedback

Section 2

Implementation

The Learning Journey

To provide an environment that supports and challenges learning for all children.

All adults within the classroom play a significant part in the successful implementation of Teaching and Learning. At Merdon, we recognise the importance of ensuring that all Learning Support Assistants are provided with high quality CPD that enables them to deliver effective teaching that enables them to provide high quality feedback, questioning and modelling.

The learning environment can be categorised in several ways. Displays, in and around the classroom, are used to celebrate all areas of the curriculum. These should be mirrored in both Year group classes to ensure consistency and equally high standards and stimulation for all children.

Across the school, the learning environment is one of celebration which reflects our creative curriculum to which the children are taught through. This includes displaying the entire learning journey including the editing and drafting process. We regard the use of pupils' green editing pen on work are highly acceptable to be displayed as it clearly shows the value in the process of learning.

Looking at the whole school environment, children should be given purposeful opportunities to work within the school grounds (including the woodland area) through Outdoor Learning, Physical Education and genuine application opportunities within all subjects particularly within Maths, English and Science.

Effective use of Learning Support Assistants	
At Merdon, we believe that the role of our Learning Support Assistants is work alongside teachers to ensure that high quality inclusive teaching is delivered by all throughout the curriculum. Adding value to the delivery of the Teaching and Learning process, the role of the LSA is to support the development of independent learning for all pupils, encouraging pupils to take ownership of their learning. We recognise the importance of communication between the Class teacher and the LSA and believe that key elements of the learning journey need to be shared prior to the lesson. These include key concepts, facts, information being taught, skills to be learned, applied, practised or extended, intended learning outcomes and expected/required feedback. 1:1 and small group interventions are recognised as increasing learning outcomes by 3 -4 months when delivered effectively. Our approach is to ensure that any intervention deemed necessary is in line with our HQIT approach and that these are planned effectively to ensure that all pupils have access to all curriculum subjects https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
Intent - The intention of this approach is;	Teachers are expected to manage their LSAs effectively, ensuring that they are aware of the Learning Intention, Implementation, and Impact of

	the lesson/ journey.
Implementation - this will be achieved by;	Effective direction will include scaffolding and challenging learning through effective feedback and questioning. Opportunities will be found for inclusive interventions to take place following formative assessment outcomes. The class teacher will inform LSAs of specific targets and focus groups/ individuals that require pre or post teaching support. LSA planning documents may be used to provide explicit direction at each point of the lesson to ensure support staff are deployed effectively and children are making progress as a result Teachers will communicate with support staff to evaluate provision and progress made by children. Support staff will be part of the review process for interventions. Support staff will play a part in bridging interventions into the classroom to support children with application to the curriculum. Support staff will be deployed to work with children at each point of the lesson. The SENDCo will have a timetable for each member of support staff to ensure they are being used effectively and sufficient time is provided for interventions to take place Regular CPD and support staff meetings will be used to provide feedback, work on specific areas for development and allow for the trial and feedback on practices. Performance management will ensure each member of support staff have the opportunity to review their progress against set targets and be part of the process for target setting.
Impact - monitoring and evaluating will recognise the impact as;	Children making expected or better than expected progress Gaps in learning or barriers identified and acted upon An inclusive practice is adopted whereby all children can learn effectively within the classroom Children's needs are managed in the classroom with the support of the SENDCo and Senior Leadership Team

SEND Provision	
At Merdon, we believe in inclusive practice across the curriculum for all children. For our children who have additional needs, we work collaboratively with external agencies and aim to implement the most current research and provision to ensure good progress across the school. We recognise that High Quality Inclusive Teaching and mixed ability groupings are implicit in ensuring that pupils with SEND achieve their targets and goals. Interventions are carefully planned to ensure that specific targets and gaps in learning are closed without withdrawing the child from other areas of learning.	
Intent - The intention of this approach is;	To provide an inclusive curriculum that enables of pupils with SEND to make good progress across the whole curriculum. Plan learning that enables pupils with SEND to achieve ARE in all subject areas. Track pupils' progress to ensure that needs are identified, and interventions and scaffolding is implemented.

	Engage in current research and intervention programmes. Provide Staff CPD to ensure that all SEND needs are met and understood
Implementation - this will be achieved by;	Engage with the SENCo and external professional colleagues to ensure that the right provision is provided for the child Engage with parents at all points and share their targets through the Passports. Plan learning through small steps and scaffolding in all subjects across the curriculum. Use the ARBOR Assessment system to track pupils' assessment outcomes according to individual ARE through custom group tracking. CPD delivered to all staff on Inclusive practise Effective feedback allows for independent learning
Impact - monitoring and evaluating will recognise the impact as;	Monitoring and evaluating processes show the inclusive practice of all pupils including SEND Data outcomes show that pupils' with SEND are making good or better progress Independent learning is evident in observations

Working wall and displays	
Within the classrooms and communal areas, learning environments should be one of celebration and support within the current learning journey. This includes the standardised use of Working Walls for Mastery in Maths and Excellence in English. These current and reflective practices are present in all classrooms. The working walls are seen as 'working documents' that record the key elements of the learning journey, providing pupils with key vocabulary, modelled examples, processes and outcomes. These are not finished displays, but instead are used as prompts, reminders, and visual aids which support the teaching and learning process	
Intent - The intention of this approach is;	To encourage independent learning To allow for the opportunity for teaching and learning to be shared To provide a form of modelling and scaffolding Subject leader displays across the school in line with the Merdon Model
Implementation - this will be achieved by;	Working walls are used within the learning journey to model, record and provide on- going scaffolding for all pupils Children actively and independently use resources to support learning outcomes. Concrete, pictorial and abstract methods displayed on the working wall and added to as the learning journey progresses Key vocabulary is displayed and regularly referred to Subject leaders' displays updated half termly with a celebration of individual subjects across the school
Impact - monitoring and	Increased independence of all pupils using a range of scaffolds, techniques, and resources to achieve their learning outcomes

evaluating will recognise the impact as;	Celebration of learning and achievements Shared Merdon Model vision on display for individual subjects Children can explain how they use the working wall to support their learning and work independently
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Classroom layout and groupings	
At Merdon, we value the classroom as a vital learning tool for the children and believe that resources should be readily available for all children to use as part of the scaffolding process which enhances learning. Pupils can access resources at all times and are actively encouraged to think about and use the resource that would be most helpful to their own learning.	
Intent - The intention of this approach is;	To provide an environment that supports and challenges learning To encourage independent learning To allow for the opportunity for teaching and learning to be shared through peer and group discussions To provide a form of scaffolding through modelled peer coaching To support children in making progress by being able to learn from each other
Implementation - this will be achieved by;	Table layouts and positioning of the pupils are planned around the task design- e.g- Table of three allowing for better group discussions. Mixed ability groupings implemented across all subjects to meet the needs of all pupils. Children actively and independently use resources to support learning outcomes. Resources are readily available for children to access and use independently Children are taught how to use resources to support their learning
Impact - monitoring and evaluating will recognise the impact as;	Better engagement of all pupils Increased participation in group and class discussions. Growth in confidence and independence EEF research supports well planned mixed ability groupings to encourage good progress.

Teaching and Learning strategies

The Learning Intention	
The Learning Intention (aka the learning objective) is a key part of the learning journey. The clarity of what the learning outcomes would be, enables learners to clearly know the expectations. At Merdon, the LI is in the form of an enquiry question, with the aim of encouraging deeper thinking and a Mastery approach. This provides the teacher with an opportunity to discuss the LI further at the start and throughout the lesson.	
Intent - The intention of this approach is;	Also known as the Learning Objective, the LI must be made clear throughout the learning journey. Supports the children, when explained, the intention of their learning, albeit a lesson or a unit of work Give learning steps a purpose within the context of the learning journey.
Implementation - this will be achieved by;	Use the LI to form an enquiry question to mark the start of their learning. Big learning questions are structured and developed to support enquiry and discovery within learning The LI is regularly at the forefront of class and pupil conversations and feedback. Have I/you or am I/you, on track to achieve the LI today? Big learning questions are structured in a way that is appropriate to the objective being covered and children's prior learning. 'Can I' questions are limited so that the focus is on new learning and children making discoveries through what they are learning. Success criterias are used when appropriate and teachers make a professional judgement on when these may support children and when they may limit creativity or discovery.
Impact - monitoring and evaluating will recognise the impact as;	Children are clear about what they are <i>learning</i> not what they are <i>doing</i>. The children can discuss the learning and how it links within their unit of work. "I learnt about subordinate clauses because.... "

Peer and self-assessment	
Recognised as one of the key elements of Assessment for Learning, both Peer and Self-assessment, when successfully modelled, enable pupils to make significant progress and adopt independent learning behaviours. For peer and self-assessment to be successful, the school recognises that this needs to be modelled by the teaching team on a regular basis within differing contexts.	
Intent - The intention of this approach is;	To promote independence in learning and self-evaluation of outcomes To allow for coaching conversations between peers to challenge thinking
Implementation - this will be achieved by;	S Planners in pupils' books allowing for self-assessment of the learning journey Coaching Partners- modelled through whole class teaching Use of green pen to differentiate
Impact - monitoring and evaluating will recognise the impact as;	Book looks identify good coverage of self and peer assessment and the completion of pupil's S Planners Books show self-reflection of learning in green pen Pupils are responsive to teachers' feedback

Effective Questioning	
Effective Questioning is a key element of Assessment for Learning. At Merton, we encourage a range of questions, dependent of the context of learning, and we encourage every learner to question. When delivered well, questions can deepen knowledge and understanding as well as seek assessment of Learning Intentions. The metacognitive approach to learning is one way of modelling effective questioning as well as using follow up questions to seek further knowledge from individuals and groups. One aim of explicit deep and open questions is to model and encourage learners to apply this independently.	
Intent - The intention of this approach is;	To check knowledge and understanding of learning To further deepen responses and explore them To model good quality metacognitive strategies To facilitate class discussions and promote creative and critical thinking To model and support children in asking their own questions of learning and to each other
Implementation - this will be achieved by;	Questions are pre-planned during the S Plan stage Enquiry questions are used to drive knowledge and understanding Questioning is used to challenge thinking with the use of follow up questions CPD on questioning to support teachers in understanding when open and closed questions may be used and for what effect Subject leaders support the planning of questions

Impact - monitoring and evaluating will recognise the impact as;	Learning walks show children are challenged and responsive to high quality questions. S Planning shows pre-planned questioning ahead of learning Big learning questions are followed up and children are able to answer them following a lesson or series of lessons.
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Effective Feedback	
Research shows that effective feedback can add up to 6 months progress to a child's learning. The concept of feedback is to refocus a learning action to achieve a goal (EEF, 2021). Feedback is recognised as verbal and written, through test format and digital technology, delivered by teachers, LSAs and pupils. Feedback is most effective during learning, immediately after and at times after learning through written format, adaptations in planning and personalised interventions	
Intent - The intention of this approach is;	To provide effective written and verbal feedback that enables pupils to make good progress in all areas of the curriculum To use effective feedback to formatively assess pupils' knowledge and understanding of skills and knowledge
Implementation - this will be achieved by;	Use of both verbal and written feedback to close gaps and challenge learning during the lesson Assess outcomes of the lesson and adapt the learning journey accordingly Feedback provides precise direction around an area of the learning which requires further development or challenge Feedback is provided in a timely manner and children are given time to respond to this Feedback is given to close gaps in learning or challenging learning Verbal and written feedback recognises children's effort
Impact - monitoring and evaluating will recognise the impact as;	Pupils are responsive to teachers and support staff's verbal and written feedback Teachers verbal feedback is observed regularly through monitoring and modelling in pupil books. Formative assessment on Arbor data shows closure of gaps when compared to pupil books Written feedback is linked to the big learning and is responded to in terms of learning Children make progress as a result of feedback and gaps are closed. This is evident in children's later pieces of work. Teachers ensure feedback has been acted upon.

Assessment

At Merdon, we recognise the importance of accurate assessment to support the teaching and learning process. We believe that summative and formative assessment can directly impact on the progress of every child; providing teachers with the knowledge and understanding required to provide scaffolding support and challenge opportunities allowing children to continue to reach their potential.

Leaders use summative assessment data drops to support the monitoring and evaluation processes. These include using the data to track the progress of individual pupils or groups of pupils through learning walks, work scrutiny, pupil conferencing and lesson observations. During this cycle, the inclusion leader is also able to monitor the impact of actions set for disadvantaged groups including Pupil Premium and SEN and review and support accordingly.

Foundation subjects are assessed during each unit of work across the year. Children identified as Close to or Beyond achieving are recorded by the class teacher and this information is used to support the planning of the next unit of work within that year or the consecutive ones. Assessment is linked to the National Curriculum objectives.

Subject leaders use this data to support the impact of actions set out in their subject action plans. They can support teachers with scaffolding and challenge opportunities set out in their Skills Progression and Assessment Documents.

Skills Progression and Assessment Documents, produced by the Science and foundation subject leaders, are working documents which support teachers with the planning process and ensuring accurate assessment. They are designed to provide teachers with guidance to support accurate assessment and provide opportunities which can allow all pupils to deepen the skills and knowledge related to pupils' Age-Related Expectations.

Moderation	
Moderation is an important part of the assessment process. Moderating alongside colleagues supports the accuracy of summative assessment. This process involves a professional dialogue, internally and externally to come to an agreement of pupils' progress. Internal moderation can be completed by Year team teachers, across year teams and through the moderation of subject leaders and Senior Leadership team. External moderation is completed through the collaboration of colleagues throughout the cluster groups and the Local Authority. The school also engages in training provided by the local authority	
Intent - The intention of this approach is;	Assessment is completed accurately and consistently and this is validated both internally and externally at regular intervals throughout the academic year Progress is evident in pupil outcomes within and across year groups Learning is built upon appropriately across the school Common misconceptions and gaps are identified and planned for following internal and external moderation

	Greater consistency and accuracy of assessment
Implementation - this will be achieved by;	Subject leaders supporting teachers with assessments Internal moderation is planned for prior to the data drop and time is allocated for this during directed time to support teachers with the assessment process Subject leaders are accessible and approached by class teachers for support Guidance documents provided by the DfE and HIAS are used to support teachers in making accurate judgements CPD is provided to support teachers in assessing accurately The Merdon Assessment Model is used by all teachers to ensure a consistent approach is taken when making summative assessment judgements. A collaborative approach will be taken to ensure professional dialogues and justification of judgements made to ensure assessments are rigorously and appropriately challenged leading to greater accuracy.
Impact - monitoring and evaluating will recognise the impact as;	Clear progression will be evident within and across year groups Assessments will have greater validity due to the internal and external support measures put in place. Gaps in learning will be quickly identified and addressed in a year group and whole school basis Planning will be effectively adapted to meet the needs of children Teachers will have a greater awareness of age-related expectations for their year group and the other year groups which will support progression for all children.

Formative Assessment	
Formative assessment practices such as Assessment for Learning are key to teaching and learning at Merdon. Assessment is used to identify gaps in learning and staff use knowledge and understanding of a subject to close them. This process also supports the identification of pupils requiring additional challenge to excel further.	
Intent - The intention of this approach is;	Formative assessment will ensure all children's progress is monitored and their needs responded to and addressed at the point of learning. Planning will be adapted to respond to the needs of the children Groupings, scaffolding and challenge will be adapted based on formative assessments made and based on the needs of children This will also inform how support staff are being deployed. S plans are used to record needs of children and to make adaptations to learning. This is completed after the lesson and informed by pupil outcomes in books, responses made in group and class discussions and through feedback and evaluation with support staff.
Implementation - this will be achieved by;	Questioning will be used to formatively assess children in class and group discussions Pupil conferencing will support teachers' knowledge of what pupils understand and probing questions will support teachers in eliciting children's knowledge Feedback will provide opportunities for formative assessment alongside how children respond to feedback given

	S plans are annotated, and teaching and learning adapted based on the needs of children. This may include providing additional scaffolding or challenge.
Impact - monitoring and evaluating will recognise the impact as;	Adaptations made to teaching and learning to close gaps in learning and address barriers to learning Gaps in learning will be identified and acted upon in a timely manner Subject leaders will monitor weaker domains through the management information system and provide support as necessary with how to close gaps in learning. Support will be provided in PPA sessions to support individual year groups with priorities and in staff meetings to support whole school priorities.

Summative Assessment	
At Merton, we collect assessment through Data Drops across three points across the year known as Milestones. The summative data is a summary of the formative data and their overall assessment point. The Merton Assessment Model (Appendix A) is used to assess accurately using the Flat scale model implemented on the MIS system. This data is processed by the Senior Leadership Team and is led directly onto the Pupil Performance Review. During this process, SLT will continuously track KS1 data to ensure that pupils are on course to make expected progress as well as ARE attainment.	
Intent - The intention of this approach is;	To monitor the progress made by children from their entry data through the Data Drop Process To ensure children make expected or better than expected progress within and across year groups To identify any children underachieving or not making expected progress and ensure that provision is adapted to support children in closing any emerging gaps in their learning.
Implementation - this will be achieved by;	Assessment tasks to be delivered prior to the three data drops across the year. Assessment tasks are designed to cover the learning that has been covered and level of scaffolding appropriate to the time of year of the data drop. Pupil conferencing to be used to secure teachers judgements Internal and external moderation processes to be used to gain consistency and accuracy of judgements for core subjects The Merton Assessment Model to support teachers in assessing consistently at each point in the year. Subject leaders to support teachers with judgements made in conjunction with the published guidance from the DfE and HIAS. National SATs tests are taken by Year 6 children in May of each year and are externally marked. The school makes teacher assessments for writing, and this is moderated internally and externally. The school is subject to external moderation from county when selected. Year 4 children complete the Multiplication Check in June of each year and

	the results of this support and inform planning. Monitoring of pupil's progress against KS1 data
Impact - monitoring and evaluating will recognise the impact as;	Children's progress will be tracked and monitored within and across year groups. This included tracking against their Key Stage 1 data and the end of year data from the previous year group. Any children at risk of underachievement will be picked up on in a timely manner and this will be communicated with class teachers and parents Clear plans can be put in place to support individual children at risk of underachievement or those working below age related expectations. Reading, writing and maths combined percentages can be tracked across year groups and any weaknesses can be quickly identified by senior leaders and addressed with relevant staff members and support plans put in place. Planning is informed by these judgements.

Pupil Progress Review	
These reviews are attended by the Year team and SLT. A professional conversation between teachers and leaders follows a cycle of identification of needs, actions and the review of these actions. English, Maths and Inclusion leaders are able to work alongside teachers providing advice and support on effective practices in High Quality Inclusive Teaching and interventions. The outcomes of these reviews are recorded and used to directly impact the planning of individual subjects ensuring that actions are incorporated into each lesson.	
Intent - The intention of this approach is;	To identify individual children at risk of underachievement or those working below age related expectations. To identify domains in each core subject that require greater focus and support on a year group and whole school basis To evaluate the effectiveness of interventions To recognise the strengths and areas for development within each core subject and use this to adapt provision To address any areas of concern or challenge with regards to teaching and learning
Implementation - this will be achieved by;	The Senior Leadership Team, maths and English subject leaders and class teachers to hold a professional and evaluative dialogue three times a year following each summative data drop. Provision to be evaluated and reviewed based on the data presented and progress to be tracked. Pupils of concern to be highlighted and provision for these children discussed Interventions to be evaluated in collaboration with the SENDCo and adapted as required. Follow up meetings arranged regarding any areas or children of concerns. Further CPD sought for teachers as required.
Impact - monitoring and	Children who were underachieving or at risk of underachieving have provision adapted and make better progress

evaluating will recognise the impact as;	Interventions for individual children are put in place as required Curriculum areas for development are addressed on a whole class/year group/school level as identified Any areas of concern within teaching and learning are picked up on and addressed in a timely manner Children make expected or better than expected progress Teachers are provided with appropriate CPD through staff meetings, PPA, INSET days or courses to enable them to be better able to support the needs of pupils.
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Section 3

Impact

Monitoring and Evaluating effectiveness

Monitoring and Evaluation Cycle

Monitoring Effective Teaching and Learning	
The impact of effective planning can be seen across the school. A range of processes are key in identifying that good teaching and learning is evident and has had an impact on pupils' outcomes and progress. Leaders use learning walks, work scrutiny, assessment data and pupil conferencing to monitor the effectiveness of good planning, teaching and learning and assessment.	
Intent - The intention of this approach is;	To ensure the best possible outcomes for pupils and ensure they make expected or better than expected progress in line with their entry data To ensure that the Teaching and Learning policy is implemented effectively Monitor the progress of all pupils across the school Ensure that vulnerable groups are in line with their peers To ensure barriers to learning for vulnerable pupils are addressed and removed to ensure expected or better than expected progress
Implementation - this will be achieved by;	Regular monitoring and evaluating carried out by subject leaders and SLT to track the quality of Teaching and Learning Coaching and CPD to support Continuous Professional development in line with monitoring outcomes and curriculum changes A structured CPD timetable in line with the School Improvement Plan and areas identified for development through monitoring and evaluating. SLT to work alongside year groups during Pupil Progress Reviews to support and challenge pupil outcomes Regular reviews of books and 'S Plans' to ensure the effectiveness of planning and implementation in lessons as well as review of learning and adaptations made to planning
Impact - monitoring and evaluating will recognise the impact as;	Consistent approaches across the school, enable for good teaching and learning outcomes Monitor the impact of current pedagogy Monitor the outcomes for pupils through the analysis of data and review of practice to better support pupils to make expected or better than expected progress Report outcomes to stakeholders including the Governing Body

Reporting and Accountability

The role of the Governors	
It is the role of the school governors, along with the Headteacher, to ensure that this policy is effective in continuing to meet the needs of the children and to raise standards of achievement across the school. Throughout the academic year, the governors	
Intent - The intention of this approach is;	Explore how SLT and subject leaders have implemented the curriculum including remotely Monitor how subject leaders and teachers have identified pupils' learning gaps and new starting points, and how they have responded to that in their curriculum planning
Implementation - this will be achieved by;	Understanding how the curriculum is being delivered Monitoring and reviewing the performance of cohorts of children in terms of overall pupil attainment and progress Setting appropriate budgetary allocations to support a) On-going training for all staff b) Funding for support staff c) Funding for curriculum and teaching resources Ensuring that the fabric of the school is well maintained and suitably deployed a) To support effective learning and teaching. b) To monitor the effectiveness of staff development and performance Manage policies to ensure high quality teaching practices. Monitoring visits with follow up reports that are specific to the SIP Priorities
Impact - monitoring and evaluating will recognise the impact as;	Governors' awareness of the impact that the teaching and learning is having on all pupils including Pupil Premium Governors have an awareness of the learning journeys throughout curriculum and across all subject leaders Governors offer support and hold leaders to account as and where necessary

Parent communication
At Merdon, we operate an open-door policy, inviting parents to discuss their child's attainment, progress and wellbeing with us at any point across the year. In addition to this, we host parent evenings and release a written report at the end of the year highlighting attainment in line with Age Related Expectations (ARE).

Intent - The intention of this approach is;	Parents are regarded as partners in the teaching and learning process and their role as vital in continuing and enhancing the work that is started in school. Parental communication is identified as key in the Teaching and Learning process
Implementation - this will be achieved by;	The school aims to keep parents well informed about topics, through the Topic Overviews Grids (TOGs) We aim to support parents with their children's learning with homework, through personal conversations and website support We operate an open-door policy for parents to meet with class teachers or subject leaders Our updated website pages aims to catalogue the learning each week for parents to engage with Where there are concerns in children's attainment or progress, parents are informed of this in a timely manner in advance of parents' evening and school reports. Where there are concerns, this is followed up regularly through phone calls, conversations at the end of the day or meetings held with the class teachers and members of the Senior Leadership Team when appropriate. The school provides parents with an end of year written account of pupils' progress and attainment In Autumn and Spring term, the school hosts scheduled parent's meetings to review children's progress and wellbeing. The school provides curriculum evenings and parent sessions to provide updates on new teaching and learning approaches, curriculum developments and key issues such as E-Safety. We invite parents into school each half-term to attend Parent Outcomes to review and celebrate their child's learning When required, the school will support the accessibility to home learning through the provision of resources. The school's approach is to encourage children to self-initiate and personalise their learning through task designs and outcomes allowing for creativity and independence
Impact - monitoring and evaluating will recognise the impact as;	Parents are well informed of their children's learning Parents and carers have the opportunity to be engaged with and involved in their child's learning A holistic view of each child is provided through the events and communications with parents Parent surveys indicate that parents know about their child's progress academically, socially and emotionally Any concerns are addressed in a timely and professional manner.

Appendices

Appendix A

Data Drop	Custom Group	WTS	EXS	GDS
1	Predominantly working on a previous year's objectives within the domain. When accessing current year group's learning, the level and frequency of scaffolding is high. Misconceptions are often evident.	Accessing the objectives within the domain for the current year group, but requires regular modelling and scaffolding. Understanding of concepts is evident but not necessarily sustained. Errors likely to be present with only limited editing and responses to feedback.	Demonstrates a degree of merited confidence in accessing new learning objectives within the domain. Scaffolding and modelling required but some capacity for independent work is demonstrated. Editing and responding to feedback are becoming established.	Consistently grasps new learning within the domain. Misconceptions are rare and errors are often self-corrected. More challenging material is sometimes necessary. Edits effectively and responds well to feedback.
2	A degree of confidence or independence with some Data Drop 1 and 2 objectives is emerging. Errors and misconceptions can still occur. Objectives from a previous year group are becoming secured.	Data Drop 1 and 2 objectives are becoming more secure though some inconsistency remains. New learning continues to be accessed, generally with scaffolding and modelling. Editing and responses to feedback are likely to be improving.	Clear evidence that Data Drop 1 and some Data Drop 2 objectives are secure. New learning continues to be tackled with some confidence. Most work is accurate and editing is effective.	Works at greater depth within Data Drop 1 and 2 objectives. Independent work demonstrates secure understanding and is undertaken in varied contexts. Misconceptions and errors are often self-corrected.
3	Understanding and independence within the (current year group) domain are not yet sufficiently developed. Errors are often present with editing and responses to feedback remaining limited. Objectives from previous year(s) may or may not be secure.	Secure or developing understanding of some objectives within the domain is sometimes demonstrated. However, gaps exist and may include the Key Performance Indicator. Editing and responding to feedback are becoming established.	Understands concepts across the breadth of the domain with some independence. Clear evidence that the Key Performance Indicator has been achieved. Understanding can sometimes be applied to more challenging material or wider contexts. Editing, self-correction and responding to feedback are appropriately established.	Accuracy, versatility and resourcefulness are demonstrated in a range of contexts. Independence is evident throughout the breadth of the domain.

Appendix B



NON – NEGOTIABLES

This document aims to clearly clarify the expectations that are expected to be implemented across the school curriculum, through teaching and learning process, which aims to ensure consistency across the school.

Planning

- S Planning shows enquiry questions that identify the steps in learning
- Key questions explored
- Challenge and scaffolding thoughts
- Is adapted throughout the teaching process in response to pupils' outcomes
- Resources, models, images and structures are planned for and outlined prior to teaching

Pupils' Books

- Punctuation and grammar checks throughout learning
- Date/title punctuated, underlined and spelt correctly
- Enquiry question at the start of a piece of work
- Continued expectations for the implementation of handwriting
- Feedback recognises children's effort and supports children in closing gaps in their learning or moves their learning on
- Work that follows feedback shows improvement in the areas addressed