



**WOODLANDS**

SCHOOL

ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE

# Teaching and Learning Policy

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# Teaching and Learning Policy

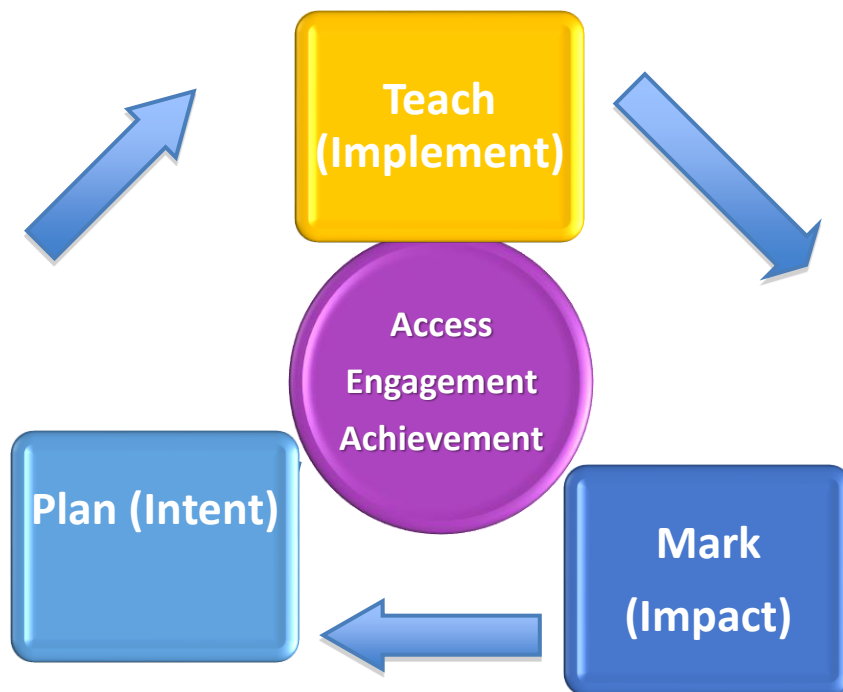
## The Details...

### Rationale

This policy offers clarification as to the expectations of teachers at Woodlands School. It aims to provide a simple but concise list of consistencies and key teaching strategies that serve as the foundation for securing progress over time. The policy encourages staff to continually develop their pedagogy and build up a repertoire of expertise, whilst ensuring all pupils are given the same opportunity to 'Access, Engage and Achieve' during their time at Woodlands School.

### An Overview

The Teaching and Learning Policy at Woodlands School revolves around three key principles; Access, Engagement and Achievement which can only be achieved through the cyclical process we describe as 'Plan-Teach-Mark' (based on Ross McGill, *Mark Plan Teach*, 2021). This directly links to the Ofsted 3 Is (Intent, Implementation and Impact) and describes the planning process where teachers consider learning intentions, the implementation stage where teachers deploy relevant strategies to teach content and skills and finally the reflective phase where teachers mark and assess understanding measuring impact and using information learnt to inform the next cycle.

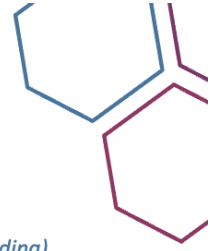


The mentioned principles and aspects create an iterative learning process, which will:

- Allow access for all pupils by catering for all learning needs, but also providing access to the GCSE curriculum by delivering the necessary knowledge and skills and offering opportunities for pupils to transfer this to their long-term memory.
- Secure pupil enjoyment and engagement, promote intellectual curiosity and create self-directed learners.
- Ensure that our pupils are reflective, resilient and succeed, consequently setting them up for life beyond Woodlands.

# Teaching and Learning Policy

## Key Expectations



At Woodlands, our **teaching and learning expectations** of staff within lessons are...



**PLAN**

### **Nothing new, just review**

*(All lessons should begin with a RAW memory retrieval starter checking cumulative understanding)*

### **Pace and purpose**

*(All lesson time should be relentlessly utilised with objective led learning promoting higher order thinking skills)*

### **All access/high challenge**

*(Lessons should be ambitious and stretch all pupils with relevant scaffolding and reasonable adjustments made to allow access for all pupils)*



**TEACH**

### **Pupil led learning**

*(Pupils should be working harder than their teachers who should facilitate learning to promote pupil independence)*

### **Life LONG skills**

*(Pupils have regular opportunities to develop their literacy, oracy, numeracy and grammatical skills)*



**MARK**

### **AFL for all**

*(Regular progress checks should offer teachers the opportunity to regularly assess the understanding of all pupils)*

### **Feedback that feeds forward**

*(Teachers should offer timely, diagnostic feedback that allows pupils to make progress and develop skills of metacognition creating lifelong learners)*

\*The above details some key expectations we have of all teachers at Woodlands and should be present in all lessons. A more comprehensive guide follows below.

# Teaching and Learning Policy

## One Page Summary

Expectations for the 'Plan-Teach-Mark' cycle are detailed below;

### Plan (Intent)

- Ensure individual lessons are part of a 'wider sequence' and there is a purpose for each lesson within the long-term scheme. Lessons should follow a logical sequence.
- Build on prior learning offering opportunities to assess/make links with new learning. All lessons should begin with a memory retrieval activity to interleave knowledge and understanding, and weekly homework opportunities using 'RAW Knowledge', should support the schools' 'Thinking School Approach' (please see Appendix 1.2).
- Identify opportunities to make cross-curricular links.
- Set rigorous lesson objectives and make lessons objective led (and not activity led).
- Promote 'Mastery' by offering the correct balance of content/skill teaching and provide opportunities for pupils to apply their understanding in increasingly difficult ways.
- Ensure there is no 'dead time': Plan for a flying start, with pupils purposeful from the beginning. Set an appropriate pace for the intended learning – 'work expands to fill the time available for its completion'.
- Adapt teaching over time to ensure a Quality First Approach that meets the needs of all pupils by anticipating issues in advance of the lesson and being proactive in addressing them.
- Have a clear understanding of the needs of all pupils (including those with SEND; those of high ability; those with English as an additional language) and be able to proactively address these with distinctive teaching approaches. *These should be noted on a seating plan.*
- Regular Home Learning activities will be set which both support memory retrieval (RAW/Tassomai) and allow pupils to apply their understanding in increasingly challenging ways (RAPID Progress).

### Teach (Implement)

- Be clear and precise about the knowledge/skills you want pupils to learn (and not do) and communicate this with them.
- Promote Literacy, Oracy and Numeracy in all lessons. The quality of pupils' and teachers' languages, such as razor sharp instructions and questioning, are significant determinants of progress.
- Encourage independent learning. All pupils must be working harder than the teacher.
- Go with the learning: the 'flow' of great progress is more important than following a lesson plan.

### Mark (Impact)

- Identify regular opportunities to assess impact of teaching (AFL strategies, synoptic assessments, pieces of work where feedback is provided).
- Ensure the assessment opportunity will allow you to offer pupils meaningful formative feedback.
- Identify strengths and areas for improvement whilst addressing misconceptions.
- Adapt future teaching by using the information collected diagnostically. Offer pupils the opportunity to 'close the gap' or if necessary, use the data to inform future planning.
- Create **resilience** and **growth mindset** through sharing the message that pupils' learning can always be improved and develop the necessary **metacognitive skills** to create '**lifelong learners**' through the **GROW plenary**.

# Teaching and Learning Policy

## Appendix 1.1 (adapted from Ross McGill's *Mark-Plan-Teach*)

### **PLAN-TEACH-MARK- *What is the learning intent and how will **all** pupils achieve this?***

**Ensure individual lessons are part of a 'wider sequence' and there is a purpose for each lesson within the long-term scheme. Lessons should follow a logical sequence.**

Teachers should be aware of the long term learning intentions for the topic/enquiry/scheme. Each lesson should contribute to the development of understanding and skills within this context. There should be a logical sequence to lessons. Lessons should not be standalone and should contribute to the 'wider sequence' with each learning opportunity having a specific purpose that teachers and pupils are clear on.

**Build on prior learning offering opportunities to assess/make links with new learning.**

Given the amount of knowledge and understanding pupils are required to demonstrate as part of the reformed GCSEs, pupils need to be offered opportunities to consolidate their learning and consider it at a deeper level. Learning should not be confined to the individual lesson and each lesson should build on prior learning. This gives pupils the opportunity to rehearse and thus consolidate prior learning before building on it/applying it in another context. Providing regular opportunities for pupils to make links between their learning encourages higher order thinking and facilitates 'Mastery'. All lessons should begin with a memory retrieval starter and pupils should be completing weekly quizzes via 'RAW Knowledge' to develop their cumulative understanding in line with the school's 'Thinking School' Approach (Appendix 1.2).

**Identify opportunities to make cross-curricular links.**

Not only should pupils be encouraged to make links between learning within one subject, but pupils should also be given the opportunity to make links between learning across different subjects. Teachers are encouraged to familiarise themselves with the concepts/skills taught in other subject areas. Certain concepts are undoubtedly taught across multiple subjects and it may therefore be beneficial to assess prior understanding before delivering new learning as pupils may come with prior understanding which can be built upon, thus saving time and maximising progress. Cross-curricular links should be made explicit to encourage 'Mastery'.

**Set rigorous lesson objectives and make lessons objective led (and not activity led).**

It is crucial that teachers understand planning as a thinking process, and often a complex one. Before teachers plan the activities that their pupils need to complete, they must be clear as to what they want them to learn and the thinking processes pupils will need to go through in order to achieve this. Teachers should ask the following questions;

1. Where are the pupils starting from? (secure overview)
2. Where do you want them to get to?
3. What are the stages pupils will need to complete to get to the final points?
4. What support will pupils need to allow them to reach the final point.?

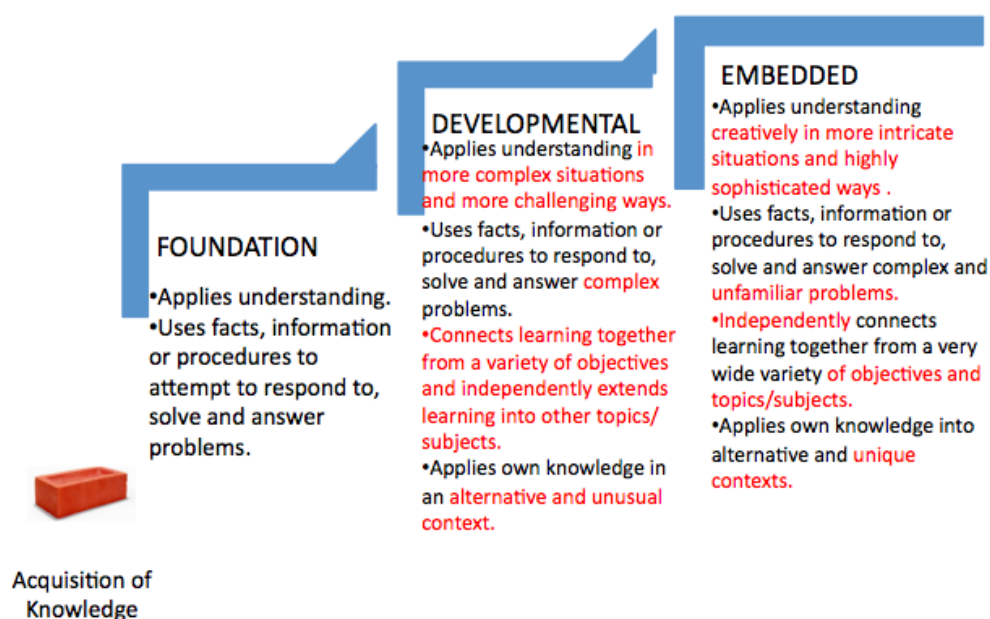
Once teachers are clear on the learning journey that the pupils will need to undertake during the lesson, they should be able to create their lesson objectives because breaking down what you want them to learn can often reveal skills or knowledge they have to acquire which need to be taught. You should aim for excessive clarity and precision to articulate what you want your pupils to learn, and what you want them to do so they learn it. Your explanations should be phrased in such a way that pupils quickly understand what they are aiming for. Teachers are encouraged to use the following command words when phrasing lesson objectives;

'Clear' and 'Precise' - command words			
Adapt	Negotiate	Extrapolate	Construct
Speculate	Summarise	Determine	Reorganise
Transfer	Reconstruct	Hypothesise	Tabulate
Infer	Examine	Evaluate	Interrelate
Predict	Compare	Model	Separate
Discriminate	Evaluate	Demonstrate	Modify

It is only once the lesson objectives have been established, should teachers start considering the activities which will be used to deliver the learning. This however should be the final stage of the planning process to avoid activity led learning.

**Promote 'Mastery' by offering the correct balance of content/skill teaching and provide opportunities for pupils to apply their understanding in increasingly difficult ways.**

In order to achieve 'Mastery' in their learning, pupils need to be able to apply their learning of content/skill in increasingly unique contexts. In order to do this, pupils need to embark on a learning journey detailed below;



Teachers need to consequently plan lessons that encourage this higher order level of thinking and may consider either the Blooms or SOLO taxonomy to support them with this.

**Ensure there is no 'dead time': Plan for a flying start, with pupils purposeful from the beginning. Set an appropriate pace for the intended learning – 'work expands to fill the time available for its completion'**

It is important that lessons are planned to ensure that pupils are always active. They should not be given the opportunity to 'coast' or be overly passive within the lesson. Teachers can contribute to this in a range of ways;

- Leave the room on time, and tidy, for the next person.

- Meet and greet at the beginning of the lesson so that the lesson gets off to a flying start; end and send at the end of the lesson.
- No waiting for others to arrive.
- Consider the amount of ‘teacher talk’ time.
- Little or no copying, particularly lesson objectives.
- Time efficient methods, e.g. cutting and pasting can be very time-consuming.
- Admin tasks can be invisible and inaudible.
- Consider the transition from one activity to the next.
- Check learning effectively and avoid wasting time on things already learned.
- ‘Unallocated’ lessons to address gaps identified by the assessment.
- Use timings for activities and parts of activities.
- Appropriate pace, depending on what you want them to learn and the activity in hand.

**Adapt teaching over time to ensure a Quality First Approach that meets the needs of all pupils** by anticipating issues in advance of the lesson and being proactive in addressing them.

The teacher and the quality of teaching has the greatest impact on learning and consequently high quality teaching, which is personalised and tailored to the needs of pupils, should always be the first wave of intervention. There has been lots of debate about what makes effective Adaptive Teaching. Please see below some clarification of what effective Adaptive Teaching looks like:

Less....	More...
Differentiated tasks e.g. different worksheets for different sub-groups	Scaffolding to allow pupils to access challenging whole-group tasks
‘All/Most/Some’ optional learning objectives (all pupils should be able to achieve all learning objectives with differing levels of support)	High expectations of outcomes of all pupils with modelling, worked examples and scaffolds to support
Menus of activities which pupils can pick from (often pupils will not challenge themselves)	Scaffolded home learning (that does not necessarily rely on lots of parental support)
Teaching based on pupils’ learning styles	Teaching with multiple representations in mind
Pupils are given additional tasks/sessions based on their target grades	Pupils are given additional tasks based on diagnostic assessment and high expectations

Adaptive teaching should not be limited to one lesson and should not be overly time consuming. This is not sustainable or conducive to teachers’ workload or productivity. More effective, is establishing the current level of pupils and thoughtfully planning lessons to meet the needs of individuals and groups hence the cyclical nature of the ‘Plan-Teach-Mark’ policy.

**Have a clear understanding of the needs of all pupils (including those with SEND; those of high ability; those with English as an additional language) and be able to proactively address these with distinctive teaching approaches.**

It is an expectation that teachers have a good understanding of the pupils they teach. They should be familiar with the specific learning needs of individuals and accommodate the strategies noted on Pupil Passports where appropriate. Teachers should proactively support pupils in overcoming barriers to learning and ensure all pupils are fully challenged to achieve their potential.

Teachers should produce a seating plan for each class, which clearly identifies sub-groups within a class (SEND, PPG, EAL, LAC, HPA) using the standardised coded seating plan. These seating plans should be readily available for internal lesson drop-ins.

Key points regarding seating plans:

- It offers possibilities for adaptive teaching and is therefore a wave one intervention for Quality First teaching.
- It is evidence that a teacher has processed the data available for the class.
- Where pupils sit should always be up to the teacher, it is part of establishing authority over a new class. “We always work better when we sit together sir/miss” is most frequently an indication that they do not.
- Changing the seating plan can change the dynamics of the group and can keep it fresh.
- A boy/girl-seating plan rarely fails, difficult though it can be to implement in the more boy heavy year groups.
- Having seating plans to hand mean they can easily be accessed by another member of staff who may be struggling with the same class and/or those that who could provide support such as a Head of Department, member of the Resilience team or Head of Year.
- Coded seating plans can show you things you may have inadvertently missed such as whether all your PPG pupils are sitting together at the back and can also act as a permanent reminder where the HPA pupils who wants you to forget about their high prior attainment are sitting.



Signed: \_\_\_\_\_  
Head Teacher

Dated: 8<sup>th</sup> December 2025  
\_\_\_\_\_



Signed: \_\_\_\_\_  
Vice Chair of Governors

Dated: 8<sup>th</sup> December 2025  
\_\_\_\_\_



#### Every Lesson

- All lessons will begin with a memory retrieval activity.
- This does not have to be the same activity every lesson (in fact, a variety would be better) but should encourage pupils to revisit prior material.
- It may be that knowledge from prior lesson is tested, but ideally these activities would encourage pupils to retrieve information from everything they have learnt across the course.

#### Every Week

- As a minimum, all pupils will have one quiz per subject per week.
- Teachers are able to set additional homework tasks as they deem appropriate but across the school quizzes **MUST** set for each subject.
- Pupils can have different amounts of questions set per week for different subjects. Consequently, practical subjects may have fewer quiz questions but set additional homework tasks.
- A reward/sanction system will be in place to ensure engagement with RAW Knowledge.

#### Every Assessment Window

- Synoptic assessments allowing pupils the opportunity to be tested on all of their learning as opposed to their most recent learning



# Teaching and Learning Policy

## Appendix 2.1 (adapted from Ross McGill's *Mark-Plan-Teach*)

### PLAN-TEACH-MARK- *How will the plan be implemented and the learning facilitated?*

**Be clear and precise about the knowledge/skills you want pupils to learn (and not do) and communicate them with this.**

It is important that pupils are clear on the knowledge and skills that the lesson intends to teach and the language that they are expected to understand and use however there are different ways in which this can be communicated. It is common, particularly with teachers new to the profession, for lesson objectives to be displayed with keywords on the board at the start of the lesson and referred to when appropriate throughout the lesson, particularly at the end. Teachers should not however ask pupils to copy them down as this does not serve as a learning opportunity. Alternative, more sophisticated versions of communicating the intentions of the lesson include;

- Asking for a reminder of the previous lesson's objective and then speculating what they will be this lesson.
- Complete the first activity, perhaps as a starter, and then asking pupils what they think the lesson objectives may be.

What is key is ensuring that lesson objectives are referred to throughout the lesson. If you mention them with keywords at the start of the lesson and then never again, it has no purpose.

**Promote Literacy and Numeracy in all lessons. The quality of pupils' and teachers' languages, such as razor sharp instructions and questioning, are significant determinants of progress.**

#### *Reading*

At Woodlands, KS3 pupils have dedicated tutor sessions to encourage reading skills however when reading longer texts, it may be advisable to use Reciprocal Teaching to enable pupils to support one another to fully digest the text. The activity begins with pupils becoming the teacher in small group reading sessions, which are then equipped with a straightforward set of reading comprehension strategies.

Teachers model, then help pupils learn to guide group discussions using four strategies:

- summarising
- questioning
- clarifying
- predicting

**BE THE BOSS!**

**Predict**

Use the clues from the text or illustrations to predict what will happen next.

- I think...because...
- I predict...because
- I suppose...because
- I think I will learn...because

**Question**

Ask questions as you read.  
Ask some questions that have answers in the text.  
Use the question words: Who? What? Where? When? Why? How? And What if?  
Try asking some questions that can be inferred.

**Clarify**

How can you figure out a difficult word or idea in the text?

- Try sounding it out.
- Try breaking it down.
- Think about what would make sense.
- Reread and read ahead to see if you can work it out.
- Talk to a friend.

**Summarise**

Using your won words, sum up the main ideas from the text in order.

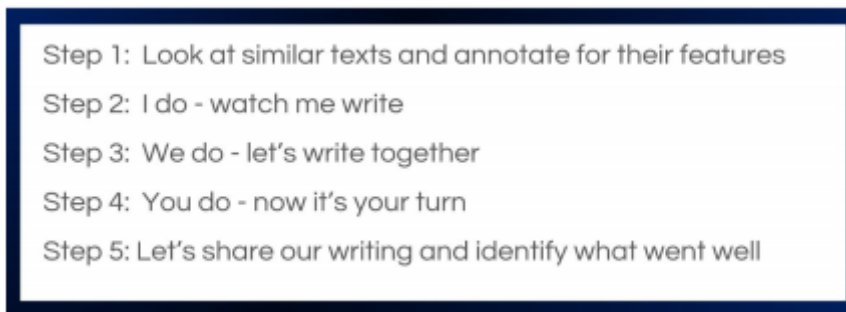
- This text is about...
- This part is about...
- First... next... in the last paragraph...

## *Oracy*

Oracy plays a key role in literacy particularly given that rehearsal in preparation for writing tasks is essential. Giving pupils the opportunity to rehearse their writing by discussing their ideas with a partner or small group in standard English, not only improves their content, but their literacy. Key Strategies such as Think-Pair-Share, triad work, group discussions, presentation and more can provide pupils with an opportunity to practice what they will write. Credit should not however be taken away from the modelling of razor sharp instructions by teachers through clear and concise explanations and effective questioning.

## *Writing*

Modelling is a key strategy to be used when encouraging the development of writing. Combined with a metacognitive approach and by explaining or demonstrating to pupils what is expected of them, pupils are in a position where they are better able to respond effectively to the task. This kind of modelling is crucial in preparing pupils for any extended pieces of writing. Teachers may use the 'I do; we do; you do' modelling strategy which is detailed in the steps below;



## *Numeracy*

All teachers are teachers of numeracy. Whilst it is true that numeracy does include significant aspects of what it taught in mathematics, more significantly it is the ability to use numbers and solve problems in real life. It is important, when teaching something that is numeracy related, that this is made explicit to the pupils so that pupils can see the relationship between subjects thus encouraging 'Mastery'. Numeracy could include, but is not limited to, the following;

- Reasoning
- Problem solving
- Decision making
- Shapes
- Use of space
- Measures
- Calculations
- Data handling

**Encourage independent learning. All pupils must be working harder than the teacher.**

Ultimately it is the pupils who have to perform in the examination, the controlled assessment, the job interview and in their working lives. As a result of this, it is crucial that pupils are encouraged to work independently and they arrive at lessons with the expectation that they will think and work hard for a sustained period of time. Teacher led activities are sometimes necessary and are not discouraged however, over time pupils should be working harder than the teacher. This of course is facilitated by effective planning and how you chunk activities to enable pupils to

achieve. Pupils will not be able to work independently unless the correct scaffolding has been put in place, however pupil led learning opportunities should be planned throughout the lesson beginning at the start which can set the tone for the rest of the period. These behaviours do need to be taught and so it may take some time to get a new class into the routine of working independently however this should be the ambition.

**Go with the learning: the 'flow' of great progress is more important than following a lesson plan.**

It is important teachers have the freedom to veer off from the lesson plan when necessary to ensure that learning takes place. Whilst planning is important and needs to be thorough, it is common for lessons to sometimes not work out the way they were intended. Pupils do not always grasp knowledge and skills as they should and activities need to be adapted to ensure consolidation. The point of the lesson is not necessarily to deliver the plan, but to maximise learning.

# Teaching and Learning Policy

## Appendix 3.1 (adapted from Ross McGill's *Mark-Plan-Teach*)

**PLAN-TEACH-MARK-** *How will the impact of learning be measured? What opportunities will be offered for pupils to “close the gap” and how will this facilitate progress over time?*

**Identify regular opportunities to assess impact of teaching (assessments, work where feedback is provided, AFL strategies)**

Regular opportunities, both formal and informal, should be made to assess learning. Formal assessments should take place on a regular basis in line with the school’s assessment calendar and should follow the structure/purpose noted below;

- *Mid-term feedback opportunities.* These should be used to gauge students’ understanding so that the curriculum can be matched to students’ deficits in knowledge and understanding and help them prepare for/address misconceptions prior to any formal assessment. Teaching following such feedback opportunities (and before end-of-unit assessments) should be altered to address identified needs and allow progress in these areas.
- *Formal synoptic assessments.* There should be some element of synoptic assessment in all formal assessments (i.e. don’t just assess what pupils have just learned - assess pupils’ understanding of topics covered in previous units of study).

It is important that pupils’ written work is checked regularly to address misconceptions and promote rapid progress, however teaching staff should be selective as to the pieces of written work they chose to provide feedback on. The piece of work selected for feedback should have been attempted independently by the pupil and will ideally be a piece of extended writing/a piece which demands pupils to exercise the highest order thinking skill in the subject. Teachers are not expected to provide feedback on every piece of work or even tick every page to notify it has been seen. Instead, teachers should select a meaningful piece of work to feedback on, which allows pupils to demonstrate their knowledge and understanding against the learning objectives in a comprehensive way. Not only does this prevent pupils from being demotivated as a result of receiving pages full of corrections but, combined with personalised opportunities to “close the gap”, facilitates rapid progress.

The purpose of feedback is to aid the learning process, we only provide feedback to ensure each and every young person knows how to improve. Teachers should select a meaningful piece of work to provide feedback on in line with the following feedback cycle;

		Number of lessons per week				
		1	2	3	4	5
Number of assessments per 6-week cycle	1	x				
	2		x			
	3			x	x	
	4					x

**Notes**  
 \*All books (including boost) are to be given feedback once every half term, even if the half term is less than 6 weeks  
 \*\*Feedback stamp must be used at least every other time feedback is given in the feedback cycle

In addition to the assessment opportunities discussed on the previous page, teachers should not forget the importance of AFL strategies, which can be used throughout lessons to determine progress. Strategies could include, but not be limited to, the following and where possible should assess the understanding of all pupils:

- High quality questioning
- True/False
- 'Topic ranking'
- Progression Traffic Lights
- "Give me Five"
- "Find the fib"
- "Numbered heads together"
- Post-it note challenge
- Use of mini-whiteboards
- Exit tickets
- "Just a Minute"
- Me

Regardless of the strategy used for the assessment opportunity, teachers should use the information they collect to inform what happens next in the same lesson, or to inform future lesson planning.

**Ensure the assessment opportunity will allow you to offer pupils meaningful formative feedback.**

All assessment opportunities should be formative! Whilst summative assessment opportunities are necessary, in line with the school's assessment calendar, feedback should be primarily formative so pupils are given guidance of how they can improve. When receiving summative feedback, it is common for pupils to focus more on the score/grade as opposed to the action needed for them to improve and consequently any numerical figure/grade needs to be accompanied by some formative feedback that allows pupils to address misconceptions and improve their learning. This is why it is so important to select meaningful pieces on which to give feedback. Remember, the piece of work selected for feedback should have been attempted independently by the pupil and will ideally be a piece of extended writing/a piece which demands pupils to exercise the highest order thinking skill in the subject. To aid this, at KS4, feedback from summative assessments should be accompanied by a PLC with a Smiths Proforma (see Appendix 3 for examples of these).

**Identify strengths and areas for improvement whilst addressing misconceptions. SPaG (Spelling, Punctuation and Grammar) issues should also be identified.**

Formative feedback should be offered using the Woodlands School Feedback Stamp (either on its own or with one of the school templates – see Appendix 3.1 and 3.2 for examples). Teachers must use the Feedback Stamp to offer personalised comments to pupils but may choose to use a whole class/PLC/peer or self-assessment sheet (all of which include the Woodlands School Feedback logo) for alternate pieces. Teachers should address misconceptions and provide subject specific strengths and areas for improvements examples of which are provided below;

**Strengths (can be highlighted/ticked on a prepared/differentiated feedback sheet)**

This should be subject specific. For example;

1. Excellent use of adjectives.
2. You show an excellent chronological understanding of the period.
3. You have produced a creative piece using a range of materials.
4. You have included a range of movements in your performance.

It is not necessary for this to be filled in every time you use the stamp.  
It can be used to record test scores/grades or just the date!



**Targets (can be highlighted/ticked on prepared/differentiated feedback sheet)**

Identify what the pupil can do in order to CLOSE THE GAP/ improve the quality of their work/move to the next grade. Targets should be subject specific. For example;

1. Work on your fractional indices.
2. Include direct evidence from the sources to support your arguments.
3. Evaluate the success of your design and justify changes you have made.
4. Use scientific keywords in your investigation.
5. Ensure you explain the effect on the reader.

It is imperative that pupils leave Woodlands with the necessary literacy skills to enable success in later life. Therefore, it is the expectation that when teachers select a meaningful piece on which to give feedback, they also comment on the quality of spelling, punctuation and grammar, identifying errors as required. Staff are expected to use the codes below to flag SPaG errors:

The SPaG POLICY logo is shown in large blue letters. Below it are six boxes, each containing a code and a description of the error:

- gr**: Check grammar
- p**: Punctuation missing or incorrectly used
- c**: Capital letter needed
- //**: New paragraph needed
- sp**: Check spelling

If required, staff should identify a maximum of three spelling errors, 1 punctuation and 1 grammar error. SPaG errors must be addressed and highlighted in a way to allow pupils to correct during DIRT time. This may involve writing out the correct spellings if necessary, so that pupils can re-write underneath.

**Adapt teaching by using the information collected diagnostically. Offer pupils the opportunity to “close the gap” or if necessary, use the data to inform future planning.**

The use of the Woodland School Feedback Stamp provides teachers the opportunity to provide personalised learning opportunities for their pupils, following a cycle of feedback, to address misconceptions, “close the gap” and ultimately make progress. These are referred to as “Response and Challenge” tasks. The tasks set should allow pupils to achieve the target set for the piece of work feedback was provided for and pupils should complete these in green pen. Tasks should be meaningful and challenging and should require pupils to spend a considerable amount of time re-drafting/extending the piece of work. Tasks may require pupils to correct or improve a previous piece of work or they may encourage pupils to think at a higher level. Regardless, pupils should not complete the task easily and

'Response and Challenge' tasks should force pupils outside their comfort zone to help them become resilient and establish a growth mindset. An example can be seen below;



**Response and challenge (MUST be written by the teacher and allow pupils to respond visibly)**

Teachers should set subject specific questions/tasks LINKED TO THE TARGET that allow the pupil to respond and develop their skills/knowledge/understanding. Tasks could consolidate, improve, evaluate or challenge For example;

1. Can you think of a geographical example that you can explain in order to support this argument?
2. Which religious group might disagree with this opinion? Explain why they would oppose this.
3. Analyse the data you have collected during your practical experiment. What scientific conclusions can you draw?
4. What medium could you use to show contrast in your study? Where would you use it?

It is an expectation that pupils complete their personalised "Response and Challenge" tasks set in green pen and so it can be useful to draw a clear box to identify to pupils where they should to complete the activity. The size of the box can determine the length of response the teacher is expecting and can thus be differentiated. The use of "Response and Challenge" tasks are most effective if;

- Teachers allocate adequate time for pupils to complete them, we refer to this as DIRT (Directed Improvement and Reflection Time). This could be in class (as a starter) or it could be set as a homework activity.
- Teachers provide pupils the necessary support and guidance to successfully complete the "Response and Challenge" task and achieve their target. There will be a reason why pupils were not able to succeed in the first instance so teachers need to consider and provide additional intervention as required.


**Create resilience and growth mindset through sharing the message that pupils' learning can always be improved. We are all "lifelong learners".**

Teachers should constantly be sharing the Woodlands School ethos and promoting AROE (Aspiration, Resilience, Opportunity, Excellence). Pupils should have high aspirations and should not place glass ceilings on their achievement. Even when tasks are challenging, pupils should be resilient, adopt a growth mindset and take advantage of all opportunities to improve. Teachers should therefore ensure that they do not accept "sloppy" or "half-hearted" substandard work. If pupils offer work of this quality, teachers need to provide pupils the opportunity to recomplete until the learning intention has been achieved.

# Teaching and Learning Policy

## Appendix 3.2 – Whole Class Feedback Sheet (WCFS)

<b>Strengths:</b>		<b>Misconceptions:</b>	
<b>Targets:</b>		<b>SPaG and Presentation:</b>	
<b>Challenge 1:</b>	<b>Challenge 2:</b>	<b>Challenge 3:</b>	<b>Stars:</b>



The diagram features the Woodlands School logo on the left, which includes a square icon and the text 'WOODLANDS SCHOOL'. To the right of the logo is a flow diagram consisting of three interconnected hexagons. The top hexagon is labeled 'Strengths' and has an upward-pointing arrow above it. The bottom hexagon is labeled 'Response and challenge' and has a downward-pointing arrow below it. A central hexagon is labeled 'Targets' and has an arrow pointing to the right towards the 'Targets' section of the feedback sheet.

# Teaching and Learning Policy

## Appendix 3.3 – Peer Feedback Template (exemplar)

<p><b>Language Devices :</b></p> <ul style="list-style-type: none"> <li>• A simile</li> <li>• A metaphor</li> <li>• Alliteration</li> <li>• Personification</li> <li>• Anaphora/Epiphora</li> <li>• Triple emphasis</li> </ul>
<p><b>Punctuation (including paragraphs) to create a particular effect:</b></p> <ul style="list-style-type: none"> <li>• Single line or word paragraph</li> <li>• A colon or semi-colon</li> <li>• Brackets or dashes to add information</li> </ul>
<p><b>Vocabulary - have used:</b></p> <ul style="list-style-type: none"> <li>• Powerful verbs</li> <li>• A range of adverbs</li> <li>• Interesting and effective adjectives</li> </ul>
<p><b>Effective sentence starters- have you begun a sentence with:</b></p> <ul style="list-style-type: none"> <li>• 'Ing' verb</li> <li>• Simile</li> <li>• Preposition</li> <li>• Adverb</li> <li>• Connective</li> <li>• 'Ed' verb</li> </ul>
<p><b>Sentence structures:</b></p> <ul style="list-style-type: none"> <li>• A short sentence</li> <li>• An impact sentence for effect</li> <li>• Single word sentence</li> </ul>

AOS		
Level	Mark	The candidate:
	0	• provides no rewardable material
Level 1	1-4	• offers a basic response, with audience and/or purpose not fully established • expresses information and ideas, with limited use of structural and grammatical features
Level 2	5-9	• shows an awareness of audience and purpose, with straightforward use of tone, style and register • expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features
Level 3	10-14	• selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register • develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear
Level 4	15-19	• organises material for particular effect, with effective use of tone, style and register • manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text
Level 5	20-24	• shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register • manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.

AOS		
Level	Mark	The candidate:
	0	• provides no rewardable material
Level 1	1-3	• uses basic vocabulary, often misspelled • uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures
Level 2	4-6	• writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants • uses punctuation with control, creating a range of sentence structures, including coordination and subordination
Level 3	7-9	• uses a varied vocabulary and spells words containing irregular patterns correctly • uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect
Level 4	10-12	• uses a wide, selective vocabulary with only occasional spelling errors • positions a range of punctuation for clarity, managing sentence structures for deliberate effect
Level 5	13-16	• uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning • punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.

One thing to work on is:

**SUCCESSSES** - The areas I did well on are;

- 1)
- 2)
- 3)



**DIAGNOSIS:** The areas I need to work on are;

- 1)
- 2)
- 3)

**CHALLENGE:**

# Teaching and Learning Policy

## Appendix 3.4 – PLCs/Smith Proformas (exemplars)

PAPER 1				
Q	Topic	Sparx Code	Max	Actual
1	Using a written method to multiply decimals	U293	3	0
2a	Calculating with roots and powers	U851	1	0
2aII	Index rules with negative Indices	U694	1	0
2b	Index rules with positive Indices	U235	2	0
3a	Prime factor decomposition	U739	2	0
3b	Finding the HCF and LCM using prime factor decomposition	U250	2	0
4a	Calculating the mean	U291	3	0
4b	Calculating the mean	U291	1	0
5	Constructing perpendicular bisectors and lines	U245	2	0
6	Angles in triangles, Constructing and solving equations	U628, U599	4	0
7	Constructing and solving equations, Solving direct proportion word problems	U599, U721	5	0
8	Finding original values in percentage calculations	U286	2	0
9a	Plotting linear real-life graphs	U652	2	0
9bI	Finding equations of linear real-life graphs	U862	1	0
9bII	Finding equations of linear real-life graphs	U862	1	0
10	Finding the circumference of circles, Finding the area of circles	U604, U950	3	0
11a	Drawing box plots, Interpreting box plots	U879, U837	3	0
11b	Interpreting box plots	U837	2	0
12	Equations of parallel and perpendicular lines	U898	3	0
13	Finding the surface area and volume of similar shapes	U110	3	0
14	Indices of the form $a/b$ , Index rules with negative indices	U772, U694	3	0
15	Estimating gradients of non-linear graphs using tangents	U800	3	0
16a	Substituting into iterative formulae	U434	3	0
16b	Substituting into iterative formulae	U434	1	0
17a	Factorising quadratic expressions of the form $ax^2+bx+c$	U858	2	0
17b	Solving quadratic inequalities	U133	2	0
18	Tree diagrams for independent events	U558	4	0
19a	Graphs of trigonometric functions	U450	2	0
19b	Graphs of trigonometric functions, Translating graphs	U450, U598	1	0
20	The cosine rule, Using the exact values of trigonometric ratios	U591, U319	4	0
21a	Equations of circles and tangents	U567	2	0
21b	Solving simultaneous equations involving quadratics graphically	U875	3	0
22	Position-to-term rules for geometric sequences, Rationalising denominators	U958, U281	4	0
			80	0

PAPER 3				
Q	Topic	Sparx Code	Max	Actual
1a	Using standard form with positive Indices	U330	1	0
1b	Using standard form with negative Indices	U534	1	0
2	Expected results from repeated experiments	U166	2	0
3a	Finding averages from grouped data	U877	3	0
3b	Finding averages from grouped data	U877	1	0
4a	Reading and drawing Inequalities on number lines	U509	2	0
4b	Solving single Inequalities	U759	2	0
5	Finding the lowest common multiple (LCM)	U751	3	0
6	Solving inverse proportion word problems	U357	2	0
7	Calculating with speed	U151	3	0
8	Calculating with pressure, Finding the surface area of cubes and cuboids	U527, U929	3	0
9	Finding equations of straight line graphs	U315	3	0
10	Changing the subjects of formulae	U556	3	0
11	Drawing and interpreting scale diagrams, Converting units of area	U257, U248	3	0
12	Finding the area of sectors	U373	2	0
13a	Interpreting cumulative frequency graphs	U642	2	0
13b	Interpreting cumulative frequency graphs	U642	1	0
13c	Interpreting cumulative frequency graphs	U642	2	0
13d	Comparing populations using box plots and cumulative frequency graphs	U507	1	0
14	Position-to-term rules for quadratic sequences	U206	2	0
15	Finding unknown sides in similar shapes	U578	2	0
16	Using the product rule for counting	U369	3	0
17aI	Completing the square	U397	2	0
17aII	Finding the turning point of a quadratic graph by completing the square	U769	1	0
17b	Solving quadratic equations using the quadratic formula	U665	3	0
17c	Factorising to solve quadratic equations of the form $ax^2+bx+c=0$	U960	1	0
18a	Enlargement by a positive or negative scale factor	U134	2	0
18b	Combining transformations	U766	1	0
19	Finding the volume of composite shapes	U543	4	0
20a	Translating graphs	U598	1	0
20b	Transforming graphs	U455	2	0
21	Mixed problems: Circle theorems	U808	4	0
22	Finding bounds for calculations	U587	4	0
23	Factorising to solve quadratic equations, Writing and simplifying ratios	U960, U687	4	0
24	Trigonometry and Pythagoras' theorem in 3D, Sharing amounts in a given ratio	U170, U541, U577	4	0
			80	0

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**PAPER 2**

Q	Topic	Sparx Code	Max	Actual
1a	Expanding single brackets	U179	2	0
1b	Factorising into one bracket	U365	2	0
1c	Changing the subjects of formulae	U556	2	0
2	Finding the percentage an amount has been changed by	U278	4	0
3	Compound interest calculations	U332	2	0
4	Solving equations with the unknown on both sides	U870	3	0
5	Sharing amounts in a given ratio, Changing ratios	U577, U865	4	0
6	Calculating bearings	U107	2	0
7	Finding the volume of cylinders, Calculating with rates	U915, U256	4	0
8	Finding error intervals	U657	2	0
9	Expanding triple brackets	U606	3	0
10a	Tree diagrams for dependent events	U729	2	0
10b	Tree diagrams for dependent events	U729	3	0
11	Graphs of direct and inverse proportion	U238	2	0
12	Calculating midpoints, Using Pythagoras' theorem in 2D	U933, U385	3	0
13	Converting recurring decimals to fractions	U689	3	0
14	Constructing direct and inverse proportion equations	U407, U138	5	0
15a	Interpreting histograms	U983	1	0
15b	Drawing histograms with unequal class widths	U814	2	0
15c	Calculating averages from histograms	U267	3	0
16	The sine rule, The area rule, Angles on parallel lines	U952, U592, U826	4	0
17a	Finding approximate solutions to equations using iteration	U168	2	0
17b	Finding approximate solutions to equations using iteration	U168	1	0
17c	Finding approximate solutions to equations using iteration	U168	3	0
18	Solving geometric problems using vectors	U781	4	0
19a	Substituting into composite functions	U895	2	0
19b	Finding inverse functions	U996	2	0
20	Adding algebraic fractions, Dividing algebraic fractions	U685, U824	4	0
21	Conditional probabilities from Venn diagrams	U699	4	0
			<b>80</b>	<b>0</b>

**SUCCESSSES** - These are topics I did well on and that I am confident with.

- 1)
- 2)
- 3)

**TESTING** - This is when I will show that I have secured this knowledge.



**DIAGNOSIS** - This is the knowledge I need to secure or boost my grade

- 1)
- 2)
- 3)

**THERAPY** - Try this question to secure your knowledge

**Total**

**0**

**Grade**

**U**