

Ben Jonson Primary School



Teaching and Learning policy

Date reviewed: March 2022

Date due for review: February 2025

“Effective teaching depends upon recognising that effective learning takes place when the students are active participants in ‘what’s going on’. And for effective teaching and learning to occur, teachers must structure their teaching to invite and sustain that active participation by providing experiences which ‘get them thinking and feeling’, ‘get the adrenalin flowing’ and which generate in students a need for expression”

Saxon, J. (1991)

At Ben Jonson Primary School, we believe that education has the power to transform lives and that all children deserve the chance to fulfil their potential. We aim to provide opportunities for children to develop as independent, motivated and confident lifelong learners with high aspirations. We have designed our rich and balanced curriculum with this aim in mind, around what we call the ‘Ben Jonson Way’ - cultivating children who are **brave**, **kind** and **curious**. The curriculum is driven by these values. We provide a safe and stimulating environment which enables every child to achieve their best through varied learning experiences. This is our school’s vision and we believe that positive partnerships among children, staff, parents and carers will help us to achieve educational excellence.

This document is a statement of the aims, principles and strategies for teaching and learning at Ben Jonson Primary School. It is the method through which we offer a rigorous knowledge-led curriculum and its implementation is the responsibility of all the members of the school community. The aim of this document is to help the teachers in the school become the most effective practitioners they can be by using principles established from research, cognitive science and experience. The impact of quality teaching and learning is the progress pupils make and the outcomes they achieve.

Teaching and Learning is outstanding when...

...learners love the challenge of learning and are resilient to failure. They are brave and curious and seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. Learners thrive when they can make connections and are able to take up opportunities to learn through extra-curricular activities.

...learners take on challenges and are eager to know how to improve their learning. They take advantage of opportunities to use feedback, written or verbal, to improve.

...resources and teaching strategies are purposeful, reflecting and valuing the diversity of our children’s experiences and provide them with a kind and respectful understanding of people and communities beyond their immediate experience.

Rationale

The teaching and learning process is the key vehicle of the school, enabling us to offer an accessible, rich and balanced curriculum, whilst meeting the statutory requirements of the national curriculum.

This policy has been written for the benefit of all members of the school community to ensure that they are aware of the fundamental principles that underpin the work of the school. It indicates the key principles of quality first teaching – the nature and quality of classroom practice is a teacher’s most important factor with direct impact on our children’s well-being and achievements.

The four stages: Connection

- Orienting the learner to the learning.
- Connect by grabbing their attention, through games, music, pictures and so on.
- Show the Big Picture and justify the learning to the learner and why it will be useful.
- Describe the outcomes and share the success criteria
- Create and develop the learning environment.
- Connect to what has been learnt previously and what is known and where this is going next.
- Make this explicit to learners

The four stages: Activation

- Learners begin to make sense learning
- Prepares learners for new learning
- Possible use of multisensory approaches/ VAK to cater for different learners.
- Solve problems in variety of situations and allow learners to construct own meanings.

The four stages: Demonstration

- Learners have the opportunity to show that they have understood what they have learnt so far in the lesson.
- Learners are to show/share what they know and have learnt.
- Through feedback, begin on improving and moving forward

The four stages: Consolidation

- Final stage, learners have the opportunity to cement their learning through meaningful review.
- Bring learning together to delve deeper
- Reflect on what has been learned and where to go next.
- Combine paired, small group and whole class activities.
- Preview what will come in the next lesson

These stages may overlap and be revisited in a session/over a sequence of lessons. We realise that some children may be at different stages at different points and so require different support.

Our Learning Cycle means that...

Learning will often begin with a short review of previous learning (connection)

This might be a review of vocabulary, events or a previously learned concept or additional practice to learn facts and skills where overlearning is required to develop automatic recall. Effective teachers review knowledge that is essential for the lesson. Teachers may use multiple-choice quizzes, timed tests, counting activities or review knowledge organisers. Helping learners understand where this learning is going and 'why are we learning this' will also form part of this stage.

New material will be introduced in small steps with pupil practice after each step

Teachers will present small amounts of new material at any one time and then assist learners as they practice this material. We understand how our working memory can only hold a few bits of information at once. The most effective teachers present only small amounts of new material at one time and they teach in such a way that each point is mastered before the next point is introduced. Teacher's check pupil's understanding and reteach when necessary.

We ask a LARGE number of questions and check the responses of ALL pupils

Questions help pupils practice new information and connect new material to their prior learning. Questions provide necessary practice and allow a teacher to determine how well material has been learned and whether there is a need for additional instruction. This can also help to uncover misconceptions and is a great assessment for learning tool.

Learners might be asked to:

- Talk to the person next to you to discuss further;
- Summarise the main idea in one or two sentences or repeat the procedures to a neighbour;
- Write the answer on a mini-whiteboard and hold it up;
- Explain how you worked out the answer;
- Show if they agree with an answer someone else has given.

Refer to Ben Jonson AfL Guide

Models will be provided

Providing learners with models and worked examples can help them learn to solve problems faster. Teacher modelling and thinking aloud are valuable examples of cognitive support. A worked example is a step-by-step demonstration of how to solve a problem or how to perform a task. The presentation of worked examples begins with the teacher modelling and explaining the steps that can be taken to solve a specific problem. The teacher also identifies and explains the underlying principles for these steps.

Learners will be guided when practicing

After presentation of new material, teachers guide learners so they are able to practice and demonstrate their understanding. This might consist of the teacher working the first problem on the whiteboard or in a child's book serving as a model for pupils. It could include a visualiser being used to demonstrate. This provides additional models, more time for checking for understanding, asking questions and correcting errors and more time having learners work out problems with teacher guidance. Learners will then be better prepared for independent work. Some children might receive further guided practice as part of a challenge or guided group.

Sessions will involve moments to check for understanding

Checking for understanding at each point can help children learn the material more confidently. Teachers frequently check to see how well learners are accessing the new material. This could be achieved through asking further questions, posing challenging questions, asking children to summarise etc. This assessment for learning will also help learners make connections with other learning and move learning to their long-term memory, as well as to alert the teacher to which parts of may need to be retaught (next steps/feedback).

There will be opportunities for learners to be successful

It is important for learners to feel a sense of achievement during classroom instruction. Research suggests that the optimal success rate to be about 80% - as judged by oral responses during guided practice and individual work.

Scaffolds are valued

Providing learners with supports and scaffolds around them is invaluable. Scaffolds are a form of guided practice. They may include modelling the steps or use of resources such as cue cards, word banks, checklists etc to guide or evaluate their work, or 'what makes a good...' to which learners can compare their work. Others may be in the form of prompts – such as question stems to help pupils ask questions while they read or the opportunity to ask the teacher to think aloud when solving a problem.

Learners will be given opportunities to be independent

Learners need opportunities to practice and practice successfully in order for skills and knowledge to become automatic and embedded in long-term memory. Independent practice is necessary because a good deal of practice (overlearning) is needed in order to become fluent and automatic in the recall of knowledge or a skill.

Independent practice should involve the same material as the guided practice and learners should be fully prepared. Research shows that pupils were more engaged when their teacher circulated the room, and monitored their individual work – the optimal time for these contacts was 30 seconds or less. Cooperative learning can increase achievement if it provides extra instruction through someone else (the learning partner) explaining the material to their peer.

Reviews and retrieval practice will be a key element to learning

As learners need to be involved in extensive practice in order to develop well-connected automatic knowledge, learners need extensive and broad reading and extensive practice in order to develop well-connected networks of ideas (schema) in their long-term memory. When one's knowledge on a particular topic is large and well-connected, it is easier to learn new information and prior knowledge is more readily available for use. For this reason, we employ regular reviews and opportunities to retrieve knowledge at different points of a lesson/sequence of lessons. Consolidation through homework, quizzes and revision and end of unit assessments are all ways to review learning. Learners should learn strategies for revision, including self-quizzing and elaboration.

We also believe...a supportive learning culture is enabled by:

Informed by Lemov, D (2015) Teach Like a Champion (TLAC) techniques

Classroom Talk and Questioning

The central mechanism in effective classroom talk is good use of questioning. Good teachers ask a large number of questions and both closed and open questions play an important role. While we should make deep knowledge the goal, shallow knowledge will always come first and without closed questions to check it, there is no point moving on to deeper concepts.

Principle: All children should be involved in engaging with the teacher led dialogue with time to think, and not be allowed to hide, dominate or be overlooked.

Practice: No hands up. Teachers ask questions and then select pupils to respond based on their knowledge of the class/ using random selection, avoiding the pitfalls of hands-up or calling out. This is an inclusive process that involves all pupils, front, back, in the corners, shy, confident...everyone. It's not a one-off strategy; it should be routine and the default mode for most questions. It does not require the use of lollipop sticks.

Cold Calling: (Based on Lemov, TLAC 5, 6)

Principle: Learners should feel safe in answering when unsure but, if they don't know or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers. Also, Learners should not be allowed to opt out by saying 'I don't know'.

Practice: If a learner or several learners get an answer completely or partially wrong or they say they don't know, moving to others helps keep the conversation and pace alive. However, it is important to then go back to all those who made errors or couldn't answer giving them a chance to now say the right answer. This gives them an opportunity for practice but if done routinely, it also means that learners soon learn there is no value in offering 'I don't know' as a defence. Highly effective teachers maintain an expectation that it's not OK to not to try. Eliminating the option for learners to opt out creates a positive learning culture.

Holding regular checks for understanding

Principle: Rosenshine's work states teachers should not assume that knowledge aired and shared in the public space of the classroom has been absorbed. It is necessary to check for understanding from time to time to determine how well it has been understood.

Practice: After any exposition or question exchange, asking follow up questions helps establish what standard of understanding has taken place. It is especially powerful to ask multiple learners, often yielding various different responses as this can throw up subtle points for further teaching.

Being probing

Principle: In order to explore and develop a child's schema in any depth, we need to ask several questions; asking several learners one question each provides shallow responses compared to when each learner has to provide multiple responses.

Practice: Aim to try 3-5 questions before moving on, probing for understanding, checking for misconceptions, adding extra challenge, providing scaffolding to engineer success.

A culture of 'Say it again but better'

Principle: It's realistic for first responses to be half-formed as learners think aloud and formulate ideas. A second opportunity to respond allows them to establish their answers further, add some finesse by adding depth, accuracy and sophistication. It is important not to inhibit learners when they are unsure; it's also important not to allow a culture of 'mediocre answers are good enough.'

Practice: When Learners offer a short, half-formed or partially incorrect answer, say, 'thanks, that's interesting...now say it again, but better. Try again but make sure you add in X and link it to idea Y' giving them an immediate opportunity to give an improved response. Modelling this for learners is vital.

A culture of working collaboratively... Talk/Think, Pair, Share

Principle: In pairs, all learners have space to talk and think, to air their initial thoughts, to confess their lack of knowledge, or share their confidence and to prepare to give good answers. It's about rehearsal opportunities. Children are all involved and subsequent discussions then have lots of material to explore. It prevents dips in pace and silence that inhibits discussion whilst also preventing a 'forest of hands' or calling out cultures taking hold.

Practice: Give the class a specific time-cued task – e.g. to decide on four main points in order of importance, – everyone talking in pairs, with a reminder to allow their partner to talk/ be ready to feedback to the class, bringing them back together with a signal. The whole class probing that follows now means there is an expectation that all learners should have something to say.

Everyone learns and participates → culture of whole-class participation and response

Principle: Sometimes it is useful or even essential to get a response from every single learner at the same time as this provides quick feedback about the success of the relevant teaching and learning exchanges, identifies individuals who need further input and can help direct subsequent questions or exercises.

Practice: Use of mini-whiteboards are quick and allow for responses to multiple-choice questions as well as practice sentences, calculations and diagrams. Set the question, give some response time and then, on cue3,2,1 show Me....

Learners show their answers at once. A simple A, B, C, D = 1,2,3,4 show of fingers also works very well for multiple-choice.

It is vital that there is a culture that responses are engaged with and that teaching is then adjusted accordingly, consolidating, re-explaining or moving on as appropriate. Learners will recognise these whole class moments as helpful to their learning as oppose to seeking to copy to hide their understanding/lack of.

An environment that supports working memory and cognitive science

Dylan William has commented that cognitive load theory is 'the single most important thing for teachers to know'. Grounded in robust evidence base, cognitive load theory provides support for explicit models of instruction. The human brain can only process a small amount of new information at once, but it can process very large amounts of stored information. Information is processed in the working memory, where small amounts of information are

stored for a very short time. The average person can only hold about four 'chunks' of information in their working memory at one time. The findings from this research has led to a number of implications for classroom practice:

- Tailoring of lessons according to learner's existing knowledge and skill, using worked examples.

When teaching new content to those without much pre-existing knowledge, teachers should provide learners with lots of detailed, fully guided instruction and worked examples (this is a problem or task already solved or completed with every step fully explained).

As knowledge and skill increases, teachers should provide a mix of guided instruction and problem-solving practice.

- Gradually increasing independent problem-solving as learners become more proficient. With increased proficiency, teachers should provide minimal guidance and allow children to practise their skills with lots of problem-solving tasks. Some will progress to independent problem-solving faster than others whilst others may need more time. Both are to be expected and positively accepted.
- Cutting out non-essential information. Learners do not learn effectively when their attention is directed to unnecessary information.
- Material presented in small and clear chunks. For example, instead of presenting a quote as one big block of text on a slide, the teacher could break the quote up into smaller sections of text across several slides.
- Presenting complex information presented both orally and visually. Learners process complex information more easily when it is presented in both orally and in visual forms. This strategy increases the capacity of working memories, creating more mental space for learning. For example, accompanying diagrams with narrated explanations instead of written explanations. This is based on the theory of Dual Coding. Also, research has shown that learners learn new words more effectively through visuals with verbal information rather than with just verbal.

Differentiation

Differentiation applies to the level of support and scaffolding learners need to reach common, aspirational goals. Not all learners learn things at the same-rate – some will need more help, more time or more guidance. In practical terms, differentiation involves setting the same learning objectives and planning different ways to support learners to get there. It can be achieved by the extent of the outcome, varying the activity or the support provided.

Differentiation can involve:

- Setting common high-challenge learning objectives with clear success criteria and sharing these with children so that they can self-assess, resulting in learners
 - assuming greater responsibility for their own learning
 - measuring their own success and achievement
 - identifying more clearly their own learning needs
 - assisting the teacher in knowing what they might need
 - identifying areas for improvement for themselves

- Scaffolding with guided practice leading to independent practice. Scaffolding can of course be removed as for some it may be a temporary support. Scaffolding could be in the form of carefully prepared resources, distinct tasks or writing scaffolds for some learners.
- Embedded tiering: this supports the organisation of a class where learners progress at different rates, allowing everyone to find a suitable challenge level. Different modes of questioning and feedback, helps to push learners forward from wherever they are.

Good planning, since failing to plan is planning to fail

When planning, using the Learning Cycle to help structure their lessons/sequence of lessons, teachers should consider the Zone of Proximal Development. *What is just beyond what my children know and can do?* This is to allow the creation of opportunities for children to think while respecting cognitive limits. Activities that require cognitive work that poses a moderate to high challenge should be planned for children to practice or apply their knowledge and understanding. Teachers should ensure they are confident in their own subject knowledge, curriculum knowledge and their understanding of resources.

Good planning is essential to effective teaching and learning.

The school plans in different stages:

- a. Whole school, long term plans using the National Curriculum but going beyond this to ensure the diversity of our learners is met and learning experiences enriched. These, for some subjects, are also supported by schemes i.e. White Rose Maths for Maths, JIGSAW for PSHE and the Tower Hamlets agreed syllabus for Religious Education
- b. Medium term plans which show objectives for every subject for the year. The 'one pagers' developed by the subject leads help to articulate the overall long term plan whilst also providing teachers with the outline of what is to be taught now and what should have been learnt previously. Teachers use the 'one pagers' when medium term planning.
- c. Short term plans are the final part of the planning process. Weekly plans (on slides/weekly overviews) provide specific learning objectives, success criteria, resources and outcomes for each session. Assessment opportunities are planned for and provide the formative evidence for future planning.
- d. Experiences, trips and visits are planned to support 'activation' as well as develop the cultural capital of our learners across their time at Ben Jonson Primary School. These experiences have the most impact when learners are well- prepared with the knowledge necessary to understand and appreciate the experience before the trip and when time is given to reflecting on the experience through a follow-up lesson or activity, after the trip.

When planning learning for children with special educational needs we use the information and targets set out in Individual Education Plans (IEPs). Please see SEND Policy.

Teachers in each year group should meet in the previous term to plan the content and delivery of the curriculum to their classes. They should also hold weekly planning meetings in year groups to assess and evaluate the week's learning and use those assessments to inform the teaching and learning for the following week. Teachers must work together to ensure experiences, trips and visits are well planned to allow adequate time to book transport and to notify parents.

For successful collaboration with colleagues, it is vital that resources are shared and tasks delegated and completed in reasonable time to allow colleagues to evaluate and if necessary, make adaptations to meet the needs of the learners in each class. We encourage timely sharing (i.e. by Friday 9am the week before for the first few lessons of the following week). Sharing plans and resources with colleagues the day before increases workload and can affect the quality of teaching and learning.

Assessments, AfL and AoL

For more about AfL refer to Feedback Policy at end of this T&L Policy. This deliberately sits within our T&L policy as we firmly believe AfL is integral to our Learning Cycle.

We believe that assessment supports learning rather than it being 'done to' learners. Good assessment for learning improves the quality of teaching and learning and is integral to the whole Learning Cycle.

In conjunction with this policy please also read the AfL Guide for practical strategies that support and enable AfL and feedback to take place.

Assessment of learning may be more summative by nature but, particularly when carried out midway through a year/at the end of a unit of learning, should inform future planning, teaching and learning. This will support children's growing acquisition of the disciplines of different subjects.

To support and develop our teaching practices, we use:

Partnership Teaching (in process of developing)

This is an organised arrangement in which two members of staff work cooperatively in a classroom setting to provide learning opportunities for a group of participants/class. The arrangement could last for a couple of sessions or several sessions depending on the focus of the practice.

This support can enable reflections about how to create more purposeful resources, develop a positive learning culture, develop the use of different teaching strategies etc. It is most effective when the adults involved discuss beforehand the key foci of the approach (i.e. developing the use of questioning) and have opportunities to reflect afterwards.

Support Staff

Support Staff are an invaluable resource in the classroom. They should be directed well and informed of the specific needs of learners to ensure they are able to support appropriately. Communicating medium and short term plans enable support staff to fully understand the role they are to carry out. Holding meetings before or afterschool so they are given clear and explicit instructions as to the concepts, facts and information being taught and the intended learning outcomes will support effective deployment.

The Learning Environment

We strive to provide an environment which is safe, organised, purposeful and conducive to learning. Children should be encouraged to select their own resources through well organised and labelled areas. Working walls are to be used to scaffold the learning process and enable cognitive release. They should reflect high standards of handwriting and presentation as well expectations about vocabulary use. Corridor displays should showcase the learning that has taken place the term before and raise the profile of the entire curriculum, highlighting the learning of all/as many children as possible. All displays should be of a high standard, mounted and labelled with the child's name. Teaching teams are to update and change displays regularly (weekly for working walls and termly for corridor walls) to reflect learning happening and the curriculum 'just' studied.

Ben Jonson Primary School Feedback Policy

“The most powerful single modification that enhances achievement is feedback”

John Hattie (1992)

Values

Teaching and learning at Ben Jonson is responsive to the individual learning needs of pupils and leads to progress for all.

Teachers are responsible for using their professional judgement to decide how effective feedback is given.

Children are equipped to act upon feedback and become independent as part of the process, therefore growing as learners.

Aims

- Assessment for learning always feeds directly back into planning.
- Teaching is differentiated to the needs of all learners, including those with SEND.
- All children make progress due to the responsive feedback received from adults.
- Robust and ongoing assessment is central to the planning and teaching cycle.
- All children know that their learning is valued.

Rationale







As a school, we have moved away from an expectation of always using written marking in children’s books. Teachers are still expected to look carefully at children’s learning on a daily basis and use this information to feed back into their teaching. Every teacher is given a feedback journal in which to gather their thoughts on assessment for learning and on next steps, though teachers have the professional autonomy to choose exactly how they this may look in their journal. Teachers are expected to be able to evidence progress in children’s books and use children’s books and their feedback journal to discuss how they have developed their children’s learning through feedback. During observations and monitoring activities, the feedback journals and children’s books form the evidence and basis of discussion around teaching and learning.

Research materials

Research that has informed our approach to feedback can be accessed electronically from *Shared Curriculum Area – Responsive Feedback and Planning – Research*.

- Marking is a hornet by Joe Kirby
- No written marking – job done by Andy Percival
- Clare Sealey Blog 1
- Clare Sealey Blog 2

• EEF recommendations 2021 - Teacher feedback to improve pupil learning (below)

<p>1</p> <p>Lay the foundations for effective feedback</p> 	<p>2</p> <p>Deliver appropriately timed feedback that focuses on moving learning forward</p> 	<p>3</p> <p>Plan for how pupils will receive and use feedback</p> 	<p>4</p> <p>Carefully consider how to use purposeful, and time-efficient, written feedback</p> 	<p>5</p> <p>Carefully consider how to use purposeful verbal feedback</p> 	<p>6</p> <p>Design a school feedback policy that prioritises and exemplifies the principles of effective feedback</p> 
<ul style="list-style-type: none"> • Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. • High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address). 	<ul style="list-style-type: none"> • There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. • Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. • Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective. 	<ul style="list-style-type: none"> • Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. • Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress. 	<ul style="list-style-type: none"> • Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary. • The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils. • Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders. 	<ul style="list-style-type: none"> • Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. • However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed. 	<ul style="list-style-type: none"> • Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development. • Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.

Expectations for and use of responsive feedback and planning

Below are expectations we have of staff using their feedback journals and of children's books to ensure our values and aims are upheld.

Expectations for children's books

- Children's learning must be looked at daily.
- Progress as a result of feedback, planning and teaching should be evident in books.
- When children respond to feedback they should use a **red** pen (aside from redrafting long pieces of writing).
- Adults should use a **blue** pen
- Adults should use a **green** highlighter to identify where the learning intention has been met.
- Teachers and support staff should indicate how they have directly supported children using the codes below
 - WS – With support
 - T/TA – Teacher guided or Teaching Assistant guided
 - 1:1 – One to one support
 - T 1:5 – Group support (i.e. T worked with 5 children)
 - VF- Verbal feedback given
- Teachers are to use their professional judgement to decide whether or not/how to make written marks in books.
- Visualisers should be used to share examples of children's books when feeding back to the class.
- Personalised feedback should be acknowledged, including misconceptions and moments of success.

Expectations for feedback journals

- Feedback journals should be used regularly to robustly collect assessment for all children in the class.
- The teacher should adapt their planning and teaching to suit their needs of all children based on information gathered in the journals.
- The next steps and actions taken from looking at the books should be clearly visible in feedback journals.
- Teachers to use their professional judgement to decide how this is done. This should be planned in ahead of time. Frequency of use may vary depending on the point in the year and / or point in the unit.
- All children should receive regular individual feedback, which should be evident in a mixture of their learning books and other places (feedback journals, planning notes, published work etc.).
- The journal is the property of all adults and the children in the class.
- Support staff should contribute to feedback journals with support from the teacher.

- Journals should be brought to planning meetings for discussion and further adaptations to lessons.
- Every lesson featured in the feedback journal should be dated, with subject and learning intention.
- Children must be taught the process of feedback, their role in the implementation and know what feedback looks like.