




SCOTTS PRIMARY SCHOOL

	Name of School	Scotts Primary School
	Policy review Date	June 2025
	Date of next Review	June 2026
	Who reviewed this policy?	SLT - June 2025
	Date approved by Governing body	September 2025
	Inclusion Governor	Lindsey Griffin
	Headteacher	Mr Kinnear
	Chair of Governors	Tracey Walker

Teaching and Learning Policy

1. Vision and Purpose

At Scotts, we are committed to providing high-quality teaching and learning experiences that engage, challenge, and support every child. Our goal is to foster a love of learning, ensure progress for all, and promote the development of key skills and knowledge across the curriculum.

2. Aims

- To provide consistent, high-quality teaching across all classes and subjects.
- To create a safe, inclusive, and stimulating learning environment.
- To promote independence, curiosity, and resilience in all learners.
- To ensure all children, including those with SEND or additional needs, receive targeted and effective support.
- To maintain high expectations for progress and achievement.

3. Quality First Teaching

Teachers are expected to:

- Plan carefully structured lessons with clear learning objectives (WALT) and success criteria.



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- Use assessment/Insight to inform teaching and adapt lessons responsively- this can be daily and just weekly.
 - Use a range of questioning strategies within lessons to deepen thinking and assess understanding.
 - Provide scaffolding and challenge to ensure all learners are supported and extended -this needs to be planned for.
 - Embed opportunities for retrieval and application of prior knowledge- this takes place at the beginning of our lessons should take place throughout all lessons.
 - Promote high levels of pupil engagement, participation, and independence - this should be evident within planning (Hook).
 - Use classroom displays and working walls to support current learning- this should be updated accordingly.
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4. Curriculum Delivery

- The curriculum is broad, balanced, and ambitious.
- Lessons are taught in line with the school's progression documents and subject overviews.
- Cross-curricular links are used where appropriate to deepen understanding.
- Teaching includes the use of manipulatives, models, and technology where relevant.
- SEND provision is adapted and personalised to ensure accessibility for all learners.

General Expectations Across All Subjects:

- **All work should be acknowledged** - this may be through verbal feedback, written comments, symbols, or peer/self-assessment.
- **Success criteria** should be referred to in marking where appropriate- writing.
- **Spelling, punctuation, and grammar (SPaG)** errors should be corrected in English and other relevant subjects, using the marking code consistently.
- **Green and red pens** must be used by teachers to mark and **purple pens** for pupil responses.



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Targeted **next steps** or **questions** should be provided, using red pen, to extend thinking or support progress.

5. Marking and Feedback Expectations

Whole-School Principles:

(See marking codes below)

- Marking should be **meaningful and motivating** for all pupils
- Feedback should help pupils understand what they have done well and what they need to do to improve- this needs to take place when required
- Verbal feedback is encouraged, in addition to written feedback - especially in Early Years and Key Stage 1.
- Pupils should be given time to respond to feedback where appropriate- this should take place before the start of the next planned lesson. E.g as morning work.
- All marking must be consistent throughout the school.

Subject-Specific Guidance:

English (Writing):

- Written feedback needs to be provided for all work if there are identified errors. Extended pieces of writing must be marked fully. Staff must provide feedback to pupils on how to improve and examples should be given for children to refer to.
- Teachers must highlight (yellow) where elements of the success criteria have been met in the writing and as above, comment on specific areas for improvement.
- Teachers should use marking codes consistently, in line with the school's marking policy.
- Children must be given time to respond to feedback - this should be before the beginning of the next lesson.

Maths:

- Teachers mark all calculations for accuracy. If children assess their own work, teachers must quality assure this work.
- Misconceptions should be addressed promptly through feedback or additional tasks. Scaffold marking should support addressing misconceptions. All incorrect answers (red dot) should be addressed and corrected by the child and checked by an adult.
- Teachers provide challenges to deepen understanding or consolidate learning - this should be evident within books.

Foundation Subjects:

- Any written work should be marked and any misconceptions should be addressed.

Respect
Teamwork & Exploration

Resilience
Creativity & Innovation

Uniqueness
Fairness & Compassion



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- Marking for spelling should also apply for foundation subjects (identify the spelling and the child repeats x3 times).
- Class teachers should include questions to deepen their understanding of the learning objectives or to address misconceptions- this could be through catch up sessions with an adult.
- Opportunities for self and peer assessment should be encouraged- this must be quality assured.

Science:

- All work should be marked by the class teacher- any misconceptions should be addressed.
- Focus on clarity of scientific explanations and use of accurate vocabulary.
- Comments must reference scientific skills (e.g. predicting, observing, recording).
- Marking for spelling should also apply for science (identify the spelling and the child repeats x3 times).
- Class teachers should include questions to deepen their understanding of the learning objectives or to address misconceptions- this could be through catch up sessions with an adult.

EYFS:

- Feedback is primarily verbal and immediate.
- Observations and annotations support assessment against Early Learning Goals.
- Work books and independent folders.

Monitoring of Feedback, Presentation, and Coverage:

- From **September 2025**, feedback, presentation, and curriculum coverage will be **monitored** by members of the Senior leadership team through book looks, pupil voice, planning to ensure consistency and impact.
- This regular monitoring will support high standards and provide opportunities for feedback, coaching, and professional development where needed.
- Any trends or areas requiring additional support will be shared in staff meetings and addressed collaboratively/individually.

6. Roles and Responsibilities

- **Class Teachers:** Deliver high-quality teaching and follow teaching and learning policy consistently.



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- **Subject Leaders:** Support curriculum delivery, monitor standards, and lead development in their subjects.
- **Senior Leadership Team:** Monitor teaching and learning across the school and provide CPD and coaching.
- **Teaching Assistants:** Support pupils effectively and reinforce learning. Teaching assistants are not expected to mark books.
- **Governors:** Monitor the quality of education through strategic oversight and school visits.

Marking code	
Correct / I am impressed with this	✓
Incorrect	.(staff to address)
Highlight where success criteria is met	(Yellow highlighter)
Spelling correction (Maximum of three age appropriate spellings to be corrected)	1. 2. 3. (In the margin or at the end of the piece of work)
This does not make sense	?
New paragraph needed	//
New sentence needed	/
Incorrect case/ formation used - circle letter or number in red.	(B) (b)
Objective achieved - circle letter A in green.	(A)
Initials showing adult support	KL (adult initials)
Cover teacher (supply or TA)	Initial at the end of the task + objective achieved (A)

Homework

- All year groups should be set homework on a Friday with the expectation that this work is completed by the following Friday.



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- At times, homework may be used as a form of pre-teaching for specific pupils-additional resources can be used as a pre-teach/assessment resource. This is not a homework resource.
- Weekly maths (times tables), spellings and daily reading is the minimum expectation.
- You may set additional tasks for your class to complete but this must be the same across the year group.
- Children who complete all of their weekly homework will be rewarded with 'Extra play' at 2:25pm every Friday. This will be supervised by the senior leadership team.