

SCHOOL INFORMAL AND SEMI FORMAL CURRICULUM, ASSESSMENT and FEEDBACK POLICY

Papworth Hall School



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1 Introduction

Whole School Mission Statement

At Papworth Hall School we are committed to enhancing the lives of all our young people so they can all become 'Curious, Courageous, Communicators, and Confident learners', in our community this is known as "the Four C's".

We aim to...

1. Support our children and young people to grow and develop in the following ways;
 - **Safe** – be safe, feel safe, and understand risk
 - **Understanding** – be effective and successful communicators
 - **Kind** – be kind to all around them, to understand and respect the needs of others
 - **Happy** – be healthy and happy individuals who enjoy coming to school
 - **Ambitious** – have goals and dreams for their futures and be supported to achieve them
 - **Successful** – find regular achievement and celebrate this as part of a community
2. Facilitate individual progress and attainment for all our pupils, through effective understanding of their needs as a learner, with autism and complex needs and the effective implementation of appropriate curriculum, teaching strategies and assessment tools to ensure pupils acquire the academic, vocational, and life skills necessary to continue their learning when they leave Papworth Hall School.
3. Increase pupil's ability to function in a communal educational setting: developing their everyday functioning and skills in the areas of social communication, play and imagination, and in their ability to learn and acquire new skills and understanding.

4. To prepare each pupil for a meaningful and purposeful transition to life as an adult regardless of developmental stage.
5. To ensure accurate reporting to parents, carers, Local Authorities, Government agencies, and additional significant others as required.

2 Intent

Curriculum Mission Statement

At PHS we want our pupils to be immersed in a curriculum that supports them to experience and develop an understanding of:

- skills to support functional communication, interaction, and reading skills, enabling effective communication and safe access to a variety of community settings and wider learning opportunities.
- skills to support emotional regulation, linked to physical and sensory needs, ensuring safe access to a variety of community settings and wider learning opportunities.
- skills to support social, emotional, and mental health, developing independent living and life skills that will support safe access to a variety of community settings and wider learning opportunities.
- what it means to be a human and how human behaviour impacts and shapes the world they live in.
- the visual, cultural, social and environmental aspects of the wider world and where they live.
- the natural world and an appreciation for the animal species that inhabit the world and live alongside them.
- how to compare through the investigation and exploration of various processes and materials.
- the significance of people, places, events and inventions that have helped to change the world in which they live.

At PHS we recognise that all pupils will need to develop core communication and interaction skills, learn how to manage their physical and sensory needs, impacting positively on their social, emotional, and mental health before they are able to immerse themselves in the wider demands of the curriculum.

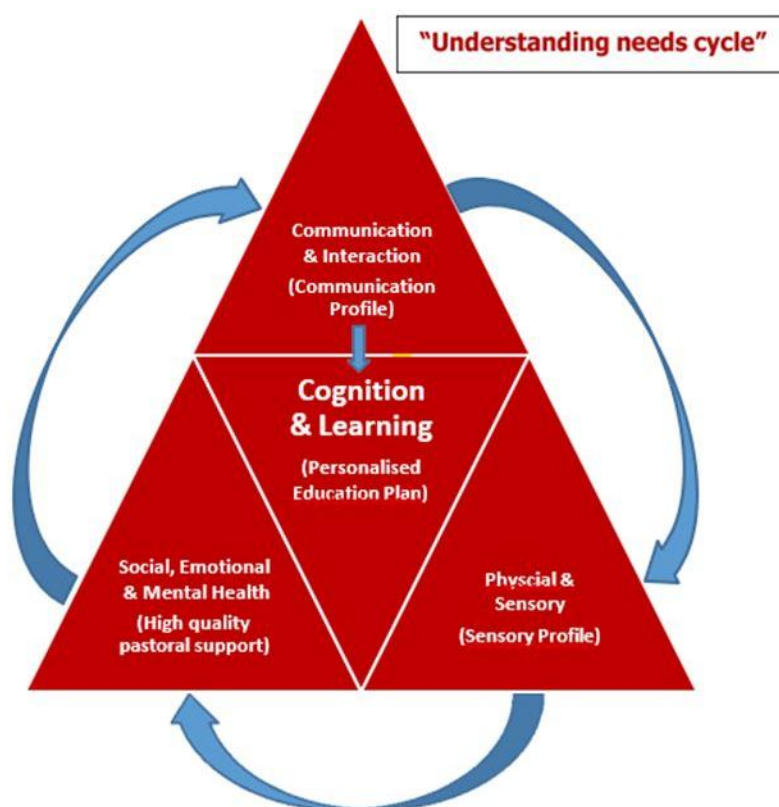
3 Implementation

“The Golden Thread” – Education, Health and Care Plans (EHCPs)

Every pupil that attends the school has an Education Health and Care Plan (EHCP) which outlines the pupils personalised needs, provision to support overcome barriers to learning and sets out long term outcomes within four areas of SEND:

- Communication & Interaction
- Sensory & Physical
- Cognition & Learning
- Social, Emotional & Mental Health
- Independence (Preparing for Adulthood - PfA) - Statutory from Year 9, however all pupils have an independence/preparing for adulthood target.

We recognise that all pupils will need to develop core communication and interaction skills which will support them to manage their physical and sensory needs which will in turn impact positively on their social, emotional and mental health. With those three key areas of need addressed at that point pupils can begin to immerse themselves in the wider demands of the curriculum and work towards the development of key skills, knowledge, and understanding driving forward towards future progress and attainment.



The understanding of personalised SEND, the implementation of prescribed provision and targeted EHCP outcomes combine to form the golden thread of each pupil's individual curriculum provision, lesson planning and assessment, and impact on every aspect of each pupil's education.

Every pupil has Long Term EHCP Outcomes that broken down into short term learning intentions. Long-Term and Medium-Term Planning is then developed to support progression against these intentions and evidence is gathered via our in-school assessment methods.

At PHS we want all our pedagogical approaches to focus on the pupil, their skills, interests and

needs. We want all our staff to understand how each pupil's Autism affects them and use research-based strategies to overcome any barriers to learning. We want all of our pupils to be educated in an environment that "speaks to them" through the use of visual structure, environmental organisation and the structuring of teaching and learning experiences that promote independence. This organisation and structure should be broad-based and should support the pupils not only in the classroom but during social/leisure times and in the community. We want our teaching to be flexible and responsive to the changing needs of our pupils so they can be engaged, calm and happy learners.

"All about me" – Personalised Education Planning

Each pupil at PHS will have their own "All About Me" files. This ensures every pupil has access to a curriculum, pedagogy and provision that is tailored to their specific needs, interests, and talents.

Upon entry to the school the team work with each pupil, as well as their parents or carers, to develop a communication profile and sensory profile which will become part of their daily school life, enabling the pupil and staff to help them to build on their strengths and increase their resilience around any identified areas of need.

The clinical therapy team operate predominately using an integrated therapeutic model. This largely consists of different therapeutic disciplines working together to provide training, consultation, and modelling of strategies for staff within the classroom. This ensures that clinical provision is integrated into the whole school environment, and that pupils learn to implement and generalise the use of skills regularly, with the guidance of their support staff.

Personalised planning as already identified starts with the pupil's EHCP. A review of strengths and weaknesses regarding special education need to inform key documents like Risk Assessment, Positive Behaviour Support Plans.

The pupil's EHCP, Risk Assessment, Positive Behaviour Support Plan, then influence the provision map that is created to ensure they all necessary provision to meet their special educational needs is in place, ensuring all access to learning is safe, and with as many barriers to learning removed as possible.

Long-Term Outcomes are broken down into smaller Short-Term IEP targets with aim of reviewing progress against these desired outcomes termly 3 times per year.

Curriculum Pathways

At PHS we have three identified curriculum implementation pathways to support a pupil centred delivery of our curriculum intent. Pupils can move between pathways and have a mix of curriculum experiences and assessment opportunities dependent on their developmental stage.

Our Three Pathways of Learning



Roots

Sensory pathway which follows the EQUALS informal curriculum. Students are supported to explore our thematic curriculum, through their senses, whilst developing familiarity with sounds, stories and routines.



Shoots

Following the EQUALS semi-formal curriculum. Students enjoy our thematic curriculum, whilst developing their interests across a range of subjects. Students also have the option to begin the journey of formal qualifications.



Leaves

Our leaves pathway prepares students for the transition to further education or the next stage of their lives and follows the EQUALS semi-formal/formal curriculum and aspects of the national curriculum. Students will also be supported in undertaking recognised qualifications.

Curriculum Intent

- skills to support functional communication, interaction, and reading skills, enabling effective communication and safe access to a variety of community settings and wider learning opportunities.
- skills to support emotional regulation, linked to physical and sensory needs, ensuring safe access to a variety of community settings and wider learning opportunities.
- skills to support social, emotional, and mental health, developing independent living and life skills that will support safe access to a variety of community settings and wider learning opportunities.
- what it means to be a human and how human behaviour impacts and shapes the world they live in.
- the visual, cultural, social and environmental aspects of the wider world and where they live.
- the natural world and an appreciation for the animal species that inhabit the world and live alongside them.
- how to compare through the investigation and exploration of various processes and materials.
- the significance of people, places, events and inventions that have helped to change the world in which they live

Curriculum Implementation Equals Informal Pathway - Roots	Curriculum Implementation Equals Semi-formal Pathway – Shoots & Leaves
My Sensory Play My Communication My Thinking My Physical Well-being My Independence My Outdoor School The World around Me Expressive arts and design Careers PSHE and RSHE Fundamental British Values/SMSC/Celebration	Literacy (including Accelerated Reader & Rocket Phonics) White Rose Maths (Numeracy) ICT The World About Me My Communication My Independence My outdoor school The World around me Expressive arts and design PSHE and RSHE Careers and Employability Skills Fundamental British Values / SMSC / Celebration

Equals Informal Curriculum Pathway – Roots: Our 'Roots' learners are establishing the foundations of learning, language and independence skills. 'Roots' learners are developing awareness and autonomy regarding social thinking, problem solving, self-regulation, independent living and community awareness and presence. They will also be working on developing their repertoire of social and leisure-based interests as well as honing important self-directed learning and organisational skills.

Equals Informal Pathway - Roots	
Curriculum Area	Focus
My Sensory Play	Solitary play Parallel play Shared play Turn taking play Co-operative play
My Communication	Imperative communications Declarative communications Formal social interaction with familiar people Peer to peer communications Alternative and augmentative communications
Rocket Phonics	Phonics Mark Making
My Thinking	Maths White Rose Computing

The World around Me: Science, History, Geography	Science: Me & My small world Senses Human Body Pushes & Pulls Materials Plants and Growing Animals Water Seasonal changes will be included each half term. History: Kings and Queens Transport Local History Geography: Food from around the world Hot and cold places Exploring rivers or the seaside
Celebrations: RE	Celebrations and festivals – throughout the year Special places Important people Welcoming people to the family Our world around us: Caring for our environment
Expressive Arts & Design: Art and DT Music	Self-Portraits – Drawing tools and Techniques The Seasons – Painting and colour mixing The work of Arcimboldo – Food in art Pattern & Shape: Animals My World – Art & Nature Reflections on water Textiles Wheels and axles Design and make a fruit kebab Junk modelling animals Moving Pictures Textiles – Weaving Music, movement, songs, nursery rhymes and instruments are used throughout the curriculum
My Physical Well-being	Sensory integration and sensory circuits Body Awareness & Movement Balance & Coordination Gross Motor movement and spatial awareness Ball skills – rolling & throwing Team Games

My Independence: Life skills and Learning for Life Careers	My Travel Training My Independence My cooking Employment: • Real world role play (builder / nurse / doctor/ teacher) • Real world visits and meeting role models (fire station/ farm, etc) • 'What do you want to be when you grow up?' Independent Living: • Getting dressed – work uniforms, buttons, zips, Velcro, clasps. • Choosing a uniform for a role play job. • Tying laces and Velcro – work shoes. Community Inclusion: Visiting different workplaces and responding to workers greetings / attending workshops e.g. different places of worship/cafes etc.
My Outdoor School: Forest School	Focuses on establishing routines, boundaries, and exploring the changing environment. • <i>Activities:</i> Scavenger hunts, den building, leaf art, collecting natural materials, and comparing seasonal changes Encourages sensory engagement, life cycles, and early tool use. • <i>Activities:</i> Mud kitchen role-play, planting seeds, observing plant growth. Promotes physical development, teamwork, and more advanced Forest School skills. • <i>Activities:</i> Mini-beast hunts, simple knot tying, safe fire exploration/benefits, and independent exploration.

With a focus on enrichment, all Roots students will...

Years 1 & 2 of pathway	Year 3 of pathway	Year 4 & 5 of pathway
• Have experienced swimming sessions • Have engaged with a local community visit • Have engaged with our Forest school programme • Have experienced a visiting theatre to the school	• Have experienced a range of celebrations and cultural events in school and in the wider community • Have engaged in a range of educational visits including the use of different transport	• Have travelled on public transport, such as a bus • Have visited and engaged with a range of offsite sports activities • Have visited Cambridge

Equals Semi-Formal Curriculum Pathway – shoots & leaves:

The semi-formal curriculum recognises that many of our pupils have a range of complex obstacles to learning as well as learning difficulties. We meet each pupil's needs through a personalised approach, delivered through a bespoke curriculum offer appropriate for pupils identified as having a severe learning difficulty, but who are developing skills that means they are ready to study some aspects of subject specific learning. Like the Informal Curriculum offer, pupils will experience learning opportunities that centre around communication, cognition, social and emotional development and sensory processing support (when pupils reach Year 9 and beyond, their agreed outcomes will also reflect the areas of Employment, Community Inclusion, Independent Living and Health as part of a Preparing for Adulthood [PfA] focus). Some pupils, if applicable, will be expected to work towards accreditation in awards and certificates that make use of formal accreditation schemes that are carefully matched to their need.

Equals Semi-Formal Pathway - Shoots and Leaves.

Curriculum Area	Focus	
Literacy (inc. Accelerated Reader & Rocket Phonics)	Literacy for sharing information Literacy for the future Literacy for life and leisure Literacy for information	
Numeracy	Maths in everyday life Maths for the future Maths for the community Maths for life Maths for design	
The World around Me: Science, History, Geography	Science: The body including skeletons, movement, growing up and the digestive system Space Materials Forces Electricity Plants and Growing Animals and their habitats, Food Chains States of Matter History: My Timeline Timelines in history Transport – Old versus New The history of chocolate Significant people First explorers The Victorians Geography: Our local area The UK UK cities and Europe Rivers Comparing locations Food and trade Cold and hot places The water cycle	Science: Space Global Warming Forces Properties of Materials Plant reproduction Lifecycles Animals including humans Reversible and irreversible changes History: Ancient Greeks The Romans Geography: Local and Global North and South America Sustainable World Energy Natural resources
Celebrations: RE	Harvest for all What happens at Christmas? Celebrations of light Special Places People around the world Who is in our community?	People of faith Who is Jesus? What is Judaism and what do they believe? What does a Christian believe? What is Islam and what does a Muslim believe? Journeys

Expressive Arts & Design	Self-Portraits Art that travels Recycled art Imagined spaces Sculpture with clay Patterns Wheels and axles Pneumatics 2D and 3D products Packaging Exploring Pulse & Routine Exploring Sound & Instrument Music & Stories Rhythm Patterns Singing & Vocal Play Music in the Environment	Portraiture Abstract art: drawing, printing and textiles Cake culture Sculpture Art for change Pulleys and gears Combining fabrics Architecture and CAD Beat, Pulse & Tempo Instrument Skills Music for storytelling & media Rhythm and repetition Singing Environmental music
Music		
My Physical Well-being	Fundamental Movements and Body Control Ball skills – throwing and catching Balance & Co-Ordination Invasion Games Striking and Fielding Games Team Games Fitness & Agility	
My Independence: Life skills and Learning for Life Careers	My Travel Training My Independence My cooking Employment Independent Living Community Inclusion Health	
My Outdoor School: Forest School	An Introduction to Forest School Construction Navigation Tools and Practical Skills Cognitive & Creative Development Fire Cooking and Survival	

With a focus on enrichment, all Shoots students will...

Years 1 - 2 of pathway	Year 4 & 5 of pathway
• Have experienced topic related educational visits within the local community and nearby locations in vehicles • Have explored and comprehended the world through exploration • To increase interactions with familiar people and peers • Have experienced a range of ICT tools and explored and responded to a variety of stimuli	• Have experienced festivals and community events • Have visited a theatre, museum and used public transport • Have had the opportunity to develop a deeper understanding of culture and it means to them as individuals • Have had the opportunity to learn about their personal history, how they have changed over time and considered differences between the past and present. • Have created positive relationships with peers across the pathways.

Determining a Curriculum Pathway for pupils:

Pupils are baselined upon entry to determine developmental stage linked to Pre-Key Stage Standards

Baseline Key Stage	Roots Pre-Formal	Shoots Semi-Formal	Leaves Formal
Numeracy	0-4 EYFS	Upper KS1- lower KS2	Upper KS2- KS3
Reading/ phonics	0-4	Age 4.5-10	11+
Therapy	Scores 0-2	Scores 3-7	Scores 7+
SCERTs	0 Majority score	1 Majority score	2 Majority score

1. Focused Attention: The ability to respond discretely to a particular visual, auditory, or tactile stimuli. Sometimes called "orienting" to stimuli. It is the lowest level of attention or alertness.
2. Sustained Attention: The ability to sustain a steady response during continuous attention.
3. Selective Attention: The ability to maintain attention in the face of distracting or competing stimuli.
4. Alternating Attention: The capacity for mental flexibility that allows the shift of focus between tasks. People with alternating attention deficits are slow to shift their attention from one task to another. This can also affect conversations. The person will have difficulty with switching conversational topics quickly.
5. Divided Attention: The ability to respond simultaneously to multiple tasks or to do more than one activity at a time. People with divided attention deficits might have difficulty driving and holding a conversation or cooking and listening to the news.

Baseline Assessment Area	Informal	Semi-Formal
Level of Attention	Working towards "focused attention"	Working towards "sustained attention"

4 Impact

Demonstrating progress at Papworth Hall School: Cognition & Learning

Long Term Progress - Progress against Long Term Outcomes are reviewed as part of the annual review process. These outcomes reflect long term aspirations normally across a key stage and are used to measure progress over time. These outcomes can link to accreditation pathways such ASDAN Personal Progress Award or Entry Level Qualification where appropriate.

Short Term Progress - Long Term Outcomes are broken down into short term outcomes and linked to either the Informal or Semi-Formal Curriculum Outcomes. We recognise that the needs of pupils mean that progress needs to be measured and recorded outside of typical linear means. We therefore measure progress against an identified outcome using the AET framework. These outcomes are reviewed continuously but are reported on termly via the schools reporting processes. These outcomes are recorded via each pupils Individual Progress Record.

Personal Development & Behaviour and Attitudes

Attendance - Many of our pupils will have experienced difficulties with attendance in previous settings either because of school refusal or their complex behaviours preventing them from attending school settings. We use improved attendance as an impact measure to highlight improved social and emotional well-being linked to behaviour and attitudes and personal development.

Behaviour - All of our pupils have come to PHS having experienced difficulties with managing their behaviour responses in previous settings leading to incidents of challenging behaviour. We use a reduction in number of behaviour events as impact measure to highlight improved social and emotional well-being linked to behaviour and attitudes and personal development.

Reporting on Progress

Home school journals - Parents, Carers, & Social Workers receive a brief daily communication detailing highlights from the day and an overview of behaviour and achievements.

End of Term Pupil Progress Reports - Parents, Carers, & Social Workers receive an end of term report that details progress made against short term outcomes. These are discussed with parents during parents evening/meeting and for pupils who are LAC these are reviewed as part of the EPEP process.

End of Term Behaviour & Wellbeing Overview - Parents, Carers, & Social Workers receive an end of term overview of behaviour, attendance, and visually represented experience of pupil's time in school.

Annual Review - Parents, Carers, & Social Workers are invited to attend an annual review meeting in person or virtually. A collation of evidence of progress is shared and submitted to the local authority along with any recommendations for any amends to Education, Health and Care Plans.

6)Feedback and Responsive Teaching

Purpose

This policy sets out the shared approach to feedback within Papworth Hall School. It has been developed by all the staff at Papworth Hall School and uses guidance set out by OFG (Outcomes First Group) This will provide structure, guidance and clear expectations for all staff, new and experienced, and plays a central role in the role of assessment throughout learning. This document also recognises that effective feedback is highly individualised and must reflect pupils' communication needs, developmental stage, learning pathway and emotional regulation.

Our Belief

We believe that feedback and responsive teaching will contribute greatly to our learners.

- Feedback is a vital part of the learning process. We want it to support both teaching and the children's learning.
- We can give instant verbal feedback that is given at the point of learning, allowing for immediate praise, adjustment and reinforcement.
- Whole-class feedback might be used to address a common misconception or to outline next steps.
- Self – Assessment can be used to encourage children to reflect on their learning during the session.
- Peer Assessment – Promotes collaborative reflection.

Feedback should:

- Redirect or refocus either the adult's or learner's actions towards a specific goal.
- Be specific and clear.
- Encourage further effort.
- ~~Be used selectively to maintain its impact and relevance.~~

- Promote learner responsibility by guiding them to identify and correct their own mistakes.
- Help adults identify and respond to misconceptions, either immediately or for future sessions.

Guidance from Education Endowment Foundation

Our feedback approach

Verbal Feedback.

Our primary approach at Papworth Hall is verbal feedback. It is immediate, relational and accessible for most learners. The process of offering incisive feedback will be in the moment and embedded into everyday practise in every session, wherever possible involving the learner directly.

Effective verbal feedback may include:

- Praise and encouragement
- Modelling
- Questioning using Blank Levels
- Prompts and cues
- Reassurance and redirection
- Coaching/reflective discussion
- Next step guidance

Understanding individual responses to praise and positive feedback

While positive feedback is central to our approach, staff understand that not all learners experience praise the same way. Some pupils, particularly those with communication differences, trauma experiences, anxiety, autism or social-emotional needs, may:

- feel uncomfortable receiving direct praise;
- become dysregulated when attention is drawn to them;
- reject or avoid positive feedback;
- respond with humour, refusal or confrontation;
- associate praise with increased expectations or pressure;
- find public recognition overwhelming.

In some cases, positive feedback may unintentionally lead to a negative consequence, including heightened anxiety, emotional dysregulation or disengagement from learning. Staff should therefore:

- know pupils well and personalise approaches to feedback;
- avoid assuming that visible praise is always motivating;
- use calm, low-arousal and relational approaches where needed;
- consider timing, language, audience and delivery;
- recognise that some pupils require support and re-teaching in how to receive and respond to positive feedback safely and successfully.

For some pupils, feedback may initially need to be subtle, private, indirect or embedded within supportive conversation rather than explicit praise. Over time, adults should help pupils develop confidence in recognising success, accepting encouragement and building positive learning identities at a pace appropriate to their needs.

Feedback across different pathways

Pupils on a pre-formal pathway / with pre-verbal or emerging communication.

For some pupils, feedback may be primarily sensory, emotional or interaction-based. Success may not always be measured by completed outcomes.

For these pupils, feedback may include:

- facial expression and tone of voice;
- shared attention and celebration;
- intensive interaction;
- praise and affirmation;
- visual symbols / use of communication boards or objects of reference;
- sensory rewards;
- gestures, signing or AAC responses;
- co-regulation and emotional reassurance.

For these pupils, feedback often focuses on:

- engagement;
- communication attempts;
- participation;
- regulation;
- attention and interaction;
- independence and choice-making.

Pupils on a semi formal pathway / working below age-related expectation

For pupils on a semi-formal pathway, feedback often sits between the highly personalised, interaction-based approaches used with pre-verbal learners and the more academic feedback used on formal pathways.

The focus is usually on developing independence, communication, resilience, application of skills and readiness for adulthood, while still recognising that many pupils may have significant cognition and learning, communication, sensory or social-emotional needs.

A useful principle is:

Feedback should tell pupils what they did well, help them understand why it was successful and support them to identify a manageable next step.

Feedback should;

- reinforce effort and resilience;
- break learning into manageable next steps;
- support confidence and emotional safety;
- use visuals and simplified language where appropriate;
- provide immediate reinforcement.

Adults should recognise:

- persistence;
- improved attention;
- attempts at communication;
- risk-taking in learning;
- growing independence.

Pupil voice and reflection

Where appropriate, pupils should be supported to:

- reflect on their learning;
- identify strengths;
- understand next steps;
- recognise progress over time;
- develop increasing independence

Pupils on a formal or accredited pathway

As pupils move towards qualifications and accreditation, feedback should increasingly support:

- subject-specific improvement;

- metacognition and reflection;
- exam preparation;
- revision strategies;
- independent editing and redrafting;
- understanding assessment criteria.

Written feedback may become more prominent for these learners where it meaningfully improves outcomes. All staff will note errors that are made by many pupils and use them to inform future planning. Teachers and teaching assistants will make and distinguish between mistakes and errors. An error occurs when answering a question that a pupil has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child. Generic praise comments should not be given e.g 'good work' or 'excellent', instead identify why you think praise should be given e.g 'This is a big improvement – you have mastered multiplication' or 'excellent use of key terms'.

Feedback should:

- be clear and actionable;
- identify strengths and precise next steps;
- avoid excessive written marking;
- encourage pupils to respond and improve.

Examples may include:

- verbal feedback during live teaching;
- whole-class feedback;
- model answers;
- guided self-assessment;
- exam-style annotations;
- revision targets.

Feedback and responding procedures

When giving feedback or showing how we responded to learning adults will use a 'Positive Purple Pen' If there are learners who do not want an adult to write on their work a purple sticker can be used with responses written in Positive Purple.

The following codes can be used when responding to and giving feedback to our learners:

Roots

Code	
VF	Verbal Feedback
VA	Verbal Answer. Learners' response to be written using speech marks
T/TA support	Indicates who supported learner at a certain point in session if needed
I	Independent
S	Scaffold – Explanation of what scaffold was used such as S-focus, S-manipulatives, S-content
CL	Capital letter
Circle where missing full stop should be	Eg The bus is red ○
Sp	Spelling

Shoots

Code	
VF	Verbal Feedback

VA	Verbal Answer. Learners' response to be written using speech marks
T/TA support	Indicates who supported learner at a certain point in session if needed
I	Independent
S	Scaffold – Explanation of what scaffold was used such as S-focus, S-manipulatives, S-content
CL	Capital letter
Circle where missing full stop should be	Eg The bus is red ○
Sp	Spelling
^	Insert word/word missing

Leaves

Code	
VF	Verbal Feedback
VA	Verbal Answer. Learners' response to be written using speech marks
T/TA support	Indicates who supported learner at a certain point in session if needed
I	Independent
S	Scaffold – Explanation of what scaffold was used such as S-focus, S-manipulatives, S-content
CL	Capital letter
Circle where missing full stop should be	Eg The bus is red ○
Sp	Spelling
^	Insert word/word missing
P	Punctuation – learners to add in missing punctuation
In maths - ✓	Answer is correct
In maths - ▪	Answer to be corrected

Staff Expectations.

All staff have a role in providing meaningful feedback to pupils. In our setting at Papworth Hall, feedback is

Policy Owner: Headteacher

Latest Review Date: September 2026

Policy: Curriculum & Assessment Policy

Next Review Date: September 2027

relational and often happens through daily interactions, shared experiences, regulation support and consistent communication across the school day. Effective feedback is therefore not limited to teachers or formal lesson times.

Staff are expected to:

- know learners will and adapt feedback accordingly.
- give 'Cues rather than corrections.'
- use feedback to inform responsive teaching and support.
- prioritise meaningful interactions
- maintain high expectations while recognising individual needs.
- Ensure feedback supports dignity, trust and wellbeing.
- Recognise effort, regulation, communication and engagement as valid indicators of success.

Monitoring and Quality Assurance.

Leaders will monitor feedback through:

- Session drop ins
- Learning walks
- Pupil voice
- Book looks
- Classroom environment review
- Discussion with staff and learners

Monitoring will focus on:

- Impact on learning and engagement
- Consistency
- Appropriateness for pupil need
- Quality of interaction and relationships.



Outcomes
First Group