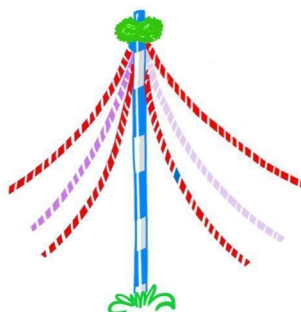


Maypole School



TEACHING, LEARNING, MARKING AND PRESENTATION POLICY

2026-2027

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1.	Introduction and Purpose	3
2.	The Maypole Teaching Principles	3
3.	High-Quality Teaching and Practice	3
4.	Adaptive Practice	7
5.	Learning Resources	7
6.	Teaching Assistants	8
7.	Assessment, Feedback and Responsive Teaching	10
8.	Professional Expectations and Accountability	12
9.	Quality Assurance and Continuous Improvement	13
10.	Research-Informed Practice	14
11.	Presentation Standards	15
	Presentation Standards Appendix	16

1. Introduction and Purpose

All staff at Maypole School work together to teach and proactively support pupils who have social, emotional and mental health difficulties, some of whom have experienced adverse childhood experiences including trauma and associated mental health difficulties. Our therapeutic approach, as well as a range of therapies available as appropriate on a pupil-by-pupil basis, means that all teaching staff and support colleagues work collaboratively to ensure that the full curriculum offer is accessible to all pupils.

2. The Maypole Teaching Principles

At Maypole School, excellent teaching begins with secure relationships, high expectations and a thorough understanding of each pupil. We recognise that pupils are more likely to engage, participate and make progress when they feel safe, respected and understood. Our teaching is ambitious, inclusive and responsive, enabling pupils to access meaningful learning while receiving the support and adaptations they require.

Teaching at Maypole will:

- place the pupil at the centre of planning and decision-making;
- maintain high expectations for learning, behaviour and independence;
- build on pupils' prior knowledge, individual strengths and interests;
- identify and reduce barriers to learning;
- provide clear explanations, modelling and structured opportunities to practice;
- use assessment to identify understanding, misconceptions and next steps;
- promote communication, confidence, resilience and self-regulation;
- support pupils to apply their learning in different contexts;
- encourage increasing independence and reduced reliance on adult support;
- connect learning to adulthood, employment, community participation and future aspirations;
- recognise and celebrate progress from individual starting points;
- ensure that teaching is informed by evidence, professional judgement and specialist advice.

These principles provide the foundation for all teaching and learning at Maypole School. They are applied flexibly according to the subject, phase, lesson purpose and individual needs of pupils.

3. High-Quality Teaching and Adaptive Practice

High Quality Teaching

High-quality teaching is the foundation of excellent outcomes for all pupils at Maypole School. Regardless of the subject being taught or the individual needs of pupils, effective teaching is characterised by high expectations, secure subject knowledge, careful planning, purposeful assessment and positive relationships.

Teachers are expected to create learning experiences that enable pupils to acquire new knowledge, develop skills, increase independence and prepare for adulthood. Whilst lessons may differ according to the subject, pupils or context, effective teaching at Maypole consistently demonstrates the following characteristics.

Teachers will:

- establish a calm, safe and purposeful learning environment;
- build positive professional relationships founded upon trust, consistency and mutual respect;
- maintain high expectations for every pupil regardless of need or starting point;
- know precisely what pupils are expected to learn and why it is important;
- activate prior knowledge before introducing new concepts;
- explain new learning clearly using appropriate vocabulary;
- model expectations, thinking processes and worked examples where appropriate;
- provide sufficient guided practice before expecting independent application;
- check understanding regularly throughout lessons rather than only at the end;
- identify misconceptions quickly and address them immediately;
- adapt teaching responsively according to assessment;
- ensure pupils are appropriately challenged;
- encourage pupils to think, explain, justify and reflect upon their learning;
- develop communication, literacy, numeracy and vocabulary across the curriculum;
- maximise opportunities for independence and problem solving;
- celebrate effort, resilience and achievement;
- and ensure learning remains purposeful, ambitious and relevant.

Regarding Vocabulary, Teachers will:

- explicitly teach new vocabulary;
- revisit previously taught vocabulary;
- model correct language;
- encourage pupils to use subject-specific terminology;
- and develop communication across the curriculum.

Developing Positive Learning Behaviours

Teachers should actively develop:

- resilience;
- perseverance;
- curiosity;
- confidence;
- independence;
- responsibility;
- organisation;
- self-regulation;
- reflection;
- pride in achievement.

These behaviours underpin successful lifelong learning and preparation for adulthood.

Creating an Effective Learning Environment

Teachers are responsible for establishing learning environments that are calm, purposeful, inclusive and conducive to learning. Every classroom should provide pupils with a sense of emotional safety, consistency and belonging whilst maintaining high expectations for behaviour, engagement and achievement.

Learning environments should:

- be organised, uncluttered and welcoming;
- minimise unnecessary distractions;
- provide predictable routines and structure;
- display resources that support current learning;
- promote independence by making resources accessible;
- celebrate pupils' achievements and successes;
- reflect the school's values and culture;
- support positive relationships and emotional regulation;
- and encourage pupils to take pride in their learning and environment.

Adaptive Teaching

Adaptive teaching is the ongoing process of adjusting teaching in response to pupils' understanding, needs, communication profiles and barriers to learning. It does not mean creating a completely different lesson for every pupil or lowering expectations. Its purpose is to enable all pupils to access ambitious learning, participate meaningfully and make progress from their individual starting points.

Teachers plan with a clear understanding of what pupils are expected to learn and then make appropriate adaptations to explanations, resources, activities, questioning, support and methods of response. Adaptations should be purposeful, proportionate and reviewed regularly to ensure that they support progress and do not create unnecessary dependence on adults. Examples of adaptive teaching at Maypole include:

- breaking instructions into smaller and more manageable steps;
- checking that pupils have understood instructions before beginning a task;
- using clear, concise and literal language;
- pre-teaching important vocabulary and concepts;
- revisiting prior learning before introducing new content;
- providing visual timetables, now-and-next boards, symbols or written prompts;
- using practical resources and concrete examples before moving to abstract concepts;
- modelling a task before asking pupils to complete it independently;
- providing partially completed examples, writing frames or sentence starters;
- adapting the amount of information shown on a page;
- reducing visual clutter and unnecessary written information;
- enlarging text or changing the presentation of resources;
- offering alternative methods for pupils to demonstrate learning, such as verbal responses, practical demonstrations, diagrams, photographs, recorded work or supported scribing;
- adjusting the level and style of questioning;
- allowing additional processing time;
- repeating or rephrasing questions when necessary;
- using targeted prompts rather than immediately giving pupils the answer;
- providing movement, regulation or sensory breaks where these enable continued learning;
- adapting seating arrangements and the learning environment;
- incorporating agreed SALT, occupational therapy and therapeutic strategies;
- using pupils' interests to increase engagement while maintaining the intended learning;
- providing additional guided practice before independent work;
- reducing adult support gradually as pupils gain confidence;
- offering appropriate extension and deeper questioning for pupils who are ready to move forward;

- using assessment during the lesson to change the pace, level of support or next activity.

Adaptive teaching is the responsibility of the teacher. Teaching assistants contribute by implementing agreed strategies, observing pupils' responses and communicating relevant information to the teacher. The teacher remains accountable for the planning, delivery and evaluation of learning.

Effective Questioning

Teachers should use questioning to:

- assess prior knowledge
- identify misconceptions
- deepen understanding
- encourage reasoning
- develop vocabulary
- extend thinking
- promote discussion
- and encourage reflection

Questions should be appropriately differentiated, and sufficient thinking time should be provided before expecting responses.

Developing Independence

Teachers and Teaching Assistants should:

- avoid creating unnecessary dependence on adults;
- gradually reduce scaffolding;
- encourage pupils to attempt tasks independently;
- promote self-regulation;
- encourage pupils to make choices;
- develop organisational skills;
- encourage pupils to evaluate their own work;
- celebrate increasing independence.

Celebrating Success

Maypole School believes that recognising success is fundamental to developing confidence, resilience and motivation. Staff should actively recognise effort, perseverance, improvement and achievement as well as final outcomes. Praise should be:

- genuine;
- specific;
- linked to learning;
- proportionate;
- and focused upon effort and progress as well as attainment.

Success should be celebrated through:

- verbal praise;
- positive feedback;
- displays;
- certificates and rewards;

- sharing work;
- communication with parents/carers;
- and recognising improvements in independence, communication and behaviour.

Developing Communication

Teachers/ TA's/ HLTA's should:

- explicitly teach vocabulary;
- model communication;
- provide opportunities for discussion;
- develop listening skills;
- encourage pupils to explain their thinking;
- embed SALT strategies where appropriate.

Communication and Oracy

Teaching should provide frequent opportunities for pupils to communicate their thinking, explain ideas, ask questions, solve problems collaboratively and justify their responses.

Teachers should:

- model effective spoken language;
- encourage discussion;
- develop active listening;
- provide structured opportunities for explanation;
- encourage reasoning;
- develop confidence in speaking to different audiences;
- and support pupils to communicate using their preferred and appropriate communication methods.

4. Learning Resources

Teachers should ensure that classrooms contain purposeful learning resources that actively support pupils' independence rather than simply decorate the environment.

Working walls, vocabulary displays, visual prompts, learning sequences and subject-specific resources should be current, accessible and referred to during teaching so that pupils increasingly learn to locate and use support independently.

5. Teaching Assistants

Teaching assistants and Higher Level Teaching Assistants (HLTA's) make an important contribution to teaching and learning at Maypole School. They work under the direction of the teacher to support access, engagement, communication, regulation and increasing independence. Teaching assistants/HLTA's should be familiar with the intended learning and understand how their support contributes to the pupil achieving it.

Teaching assistants will:

- support the implementation of the teacher's planning;
- understand the learning intention and intended outcome of activities;
- reinforce clear explanations and agreed vocabulary;

- use agreed visual, communication, sensory and therapeutic strategies;
- encourage pupils to think, respond and complete as much as possible for themselves;
- use prompts carefully and reduce support when it is no longer needed;
- avoid completing work on behalf of pupils;
- support pupils to communicate their ideas and demonstrate their understanding;
- provide the teacher with relevant feedback about engagement, understanding, misconceptions and independence;
- support the consistent implementation of behaviour and regulation strategies;
- help pupils prepare for transitions, practical activities and community-based learning;
- maintain appropriate professional boundaries and confidentiality;
- and contribute to a calm, respectful and purposeful learning environment.

When pupils are onsite the class teacher retains responsibility for the pupil's learning, assessment and progress. If the pupils are offsite then the HLTA supporting that pupil retains responsibility for the pupil's learning, assessment and progress with the support of the Team Leader.

6. Assessment, Feedback and Responsive Teaching

Assessment is an integral part of teaching at Maypole School. Staff use assessment to identify what pupils already know, what they understand, where misconceptions or gaps remain and what should be taught next. Assessment should influence teaching and provision.

Teachers use a range of assessment methods according to the subject, activity and needs of pupils. These may include:

- questioning and discussion;
- observation;
- retrieval activities;
- practical demonstration;
- quizzes and short tasks;
- verbal explanations;
- pupil self-assessment;
- entry or exit activities where appropriate;
- written work;
- photographs or recordings;
- portfolios;
- formal assessments;
- teacher assessment;
- and evidence from community-based and vocational learning.

Teachers should routinely assess pupils'

- understanding;
- recall;
- application;
- use of subject vocabulary.

Teachers should respond to assessment information during lessons by adjusting explanations, revisiting content, changing the level of support, providing further practice or increasing challenge. Assessment information should also inform future planning, interventions and pupil targets.

Feedback must be timely, accessible and purposeful. It should help pupils understand what they have done successfully, correct a misconception or identify an appropriate next step. Feedback may be verbal, visual, modelled, practical or written. There is no expectation that every piece of work will receive an extended written comment.

Where written feedback is used, it should be:

- clear and understandable to the pupil;
- linked to the intended learning;
- proportionate to the task;
- appropriate to the pupil's age, communication needs and ability;
- followed by an opportunity to respond where this would improve learning.

Pupils should be supported to reflect on their learning and increasingly recognise what they know, what they find difficult and what they need to do next. Progress should be judged through a range of evidence and not solely through written work.

Advice to Teachers on how to mark

The main objective of marking and feedback is not to find fault, but to help children learn. If the child's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.

- The best marking and feedback is without doubt the dialogue that takes place between teacher and pupil, while the task is being completed.
- At the start of each lesson the Teacher should complete an 'Entry Ticket' to assess and gain an understanding of the pupils understanding of the concept. This will then be reviewed at the end of the session through an 'Exit Ticket' which the staff member will complete during the plenary of the session.
- Positive feedback - The Teachers comment must be a positive comment related to the work the pupil has produced.
- The Teacher's comment must be specific about what could be done better, what the pupil needs to do to move forward or consolidate their learning, and things to improve on.
- Time must be allocated to feedback and marking, during selected lessons. Pupils must be given time to respond to feedback, and may be supported by support staff
- The format of marking can follow the principles 'WWW & EBI'- What went well, Even better if

Comments must be clear and legible

- The school has explicit guidelines that apply to all pieces of work. For example, the date and Learning Objective should be on each piece of work.
- Ticks are normal where work is correct, and other symbols may be used once their meaning has been explained, for example a "Sp" for a spelling mistake.
- Occasional individual tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

KS1 example

Positive comment/ WWW: You have used capital letters and full stops.

How to improve/ EBI: edit this sentence "*the cat lived in London*" to add capital letters and full stops.

KS2 example

Positive comment/ WWW: You have used imaginative adjectives to describe your feelings.

How to improve/ EBI: complete this sentence "The night sky was as dark as"

KS3 example

Positive comment/ WWW: Great use of short sentences to build tension.

How to improve/ EBI: Can you rewrite the last paragraph using another of the tension building techniques we have studied?

Non-Negotiables when marking, expected in every book

- Name
- Front of book completed
- Progress tracker in and completed
- Date for every entry
- Title and learning objectives clear
- Marking of corrections/ SPaG
- Positive comments related to learning objective
- How to improve comment for pupil response
- Evidence of pupil response to How to improve question
- Key words or concepts clear

7. Responsibilities, Professional Expectations and Accountability

Responsibilities

Governing Body

- Receives information about the quality of teaching and pupil outcomes.
- Challenges leaders about areas requiring improvement.

Executive Headteacher

- Has overall accountability for teaching and learning.
- Establishes strategic expectations.
- Ensures compliance with the Independent School Standards.
- Reports to the Governing Body.
- Ensures weaknesses are identified and addressed.

Head of Curriculum and Development

- Leads the development of teaching and learning practice.
- Supports curriculum implementation.
- Coordinates quality assurance and professional development.
- Analyses whole-school strengths and development needs.
- Provides coaching, training and resources.
- Supports consistency across sites and phases.

Heads of School/ Deputy Heads of School

- Implement the policy within their sites or areas.
- Monitor teaching, planning, assessment and pupil outcomes.
- Provide feedback, coaching and support.
- Follow up identified weaknesses.
- Ensure staff understand expectations.
- Escalate concerns where practice does not improve.

Teachers

- Plan and deliver high-quality teaching.
- Know pupils' starting points and needs.
- Implement appropriate adaptations.
- Assess understanding and use findings.
- Direct and deploy teaching assistants effectively.
- Maintain professional knowledge.
- Engage with coaching and professional development.
- Communicate with parents and professionals where appropriate.

Teaching Assistants/HLTA's

- Implement agreed support.
- Promote independence.
- Provide feedback to teachers.
- Contribute to a positive learning environment.
- Maintain confidentiality and professional conduct.

Therapists and Specialist Professionals

- Provide specialist advice and strategies.
- Support staff to understand recommendations.
- Review the impact of interventions.
- Work collaboratively with teaching staff.
- Contribute to joined-up planning without replacing the teacher's responsibility for curriculum learning.

Pupils

- Engage with learning as fully as possible.
- Respect the learning of others.
- Reflect on their progress.
- Develop independence and responsibility.

Parents and Carers

- Support attendance and engagement.
- Communicate relevant information.
- Participate in progress discussions.
- Support agreed learning and development priorities.

Professional Expectations and Accountability

All staff are responsible for maintaining high expectations and contributing to a consistent standard of teaching and learning across Maypole School. Staff must understand the requirements of this policy and apply them in a way that reflects their role, responsibilities and level of accountability.

Teachers are accountable for the quality of teaching, assessment and progress within their classes. They are responsible for planning learning, identifying and reducing barriers, directing support staff, assessing pupils' understanding and adapting provision accordingly.

Teaching assistants are accountable for implementing agreed strategies, supporting pupils' independence and communicating relevant information to the teacher. They work under the direction of the teacher and should seek clarification where learning intentions or support arrangements are unclear.

Senior leaders are accountable for ensuring that the policy is understood and implemented consistently. They will monitor practice, provide developmental feedback, identify staff training needs and take appropriate action where standards are not met.

The Head of Curriculum and Development provides strategic and operational leadership for the development of teaching and learning. This includes coordinating quality assurance, supporting curriculum implementation, identifying whole-school priorities and ensuring that professional development responds to evidence of need.

The Executive Headteacher retains overall accountability for the quality of education and reports to the Governing Body. The Governing Body provides strategic oversight, challenge and support and holds the Executive Headteacher accountable for ensuring that pupils receive consistently high-quality education.

All staff are expected to engage professionally with feedback, coaching, training and quality-assurance processes. Where practice falls below the required standard, appropriate support, monitoring and clear improvement expectations will be established.

8. Quality Assurance and Continuous Improvement

Monitoring and Quality Assurance

Maypole School monitors teaching and learning to ensure that pupils receive a consistently high-quality education and that staff receive appropriate support to improve their practice. Monitoring is intended to evaluate impact, identify strengths, recognise effective practice and determine where further support, training or intervention is required.

Quality assurance at Maypole follows a continuous improvement cycle.

1. Monitor practice
2. Identify strengths and priorities
3. Provide coaching, mentoring or CPD
4. Implement agreed actions
5. Revisit practice
6. Evaluate impact
7. Share effective practice
8. Inform School Development Planning

Leaders will use a range of evidence, which may include:

- lesson observations;
- shorter learning visits;
- scrutiny of pupils' work and wider evidence of learning;

- discussions with pupils;
- discussions with teachers and teaching assistants;
- assessment and progress information;
- scheme of learning impact reviews
- review of the implementation of EHCP, SALT, OT and therapeutic strategies;
- parent and carer feedback where relevant;
- attendance, engagement and behaviour information where this affects learning.

No single source of evidence will be used in isolation to make a judgement about the quality of teaching. Leaders will consider patterns over time and the impact of practice on pupils' learning, progress, independence and preparedness for their next stage.

Following monitoring, leaders will:

- provide clear and constructive feedback;
- identify effective practice that can be shared;
- agree any required actions;
- provide coaching, modelling, training or additional resources;
- establish appropriate timescales for improvement;
- revisit identified areas to evaluate whether practice has improved;
- escalate concerns through capability, probation or performance-management procedures where support has not resulted in the required improvement.

Findings from quality assurance will inform the School Development Plan and staff professional development.

9. Research-Informed Practice

Teaching and learning at Maypole School are informed by professional expertise, evidence-informed practice and a secure understanding of pupils' individual needs. Staff are encouraged to draw upon recognised educational research alongside their own professional judgement when planning, delivering and evaluating learning.

Research-informed practice at Maypole draws upon, but is not limited to:

- Rosenshine's Principles of Instruction to support explicit teaching, modelling, guided practice and checking for understanding;
- Education Endowment Foundation (EEF) guidance relating to high-quality teaching, effective feedback, metacognition, self-regulation, literacy, numeracy, implementation and supporting pupils with SEND;
- Cognitive science, recognising the importance of working memory, long-term memory, cognitive load and knowledge retention when designing learning experiences;
- Retrieval practice to strengthen memory, improve recall and support pupils in retaining knowledge over time;
- Explicit instruction through clear explanations, modelling, guided practice and gradual release towards independence;
- Adaptive teaching to ensure all pupils can access ambitious learning through appropriate support and responsive teaching;
- Metacognition by encouraging pupils to think about their own learning, evaluate their understanding, reflect upon strategies and increasingly become independent learners;
- And trauma-informed and relational practice, recognising the impact that trauma, adverse childhood experiences and emotional dysregulation may have upon learning, whilst maintaining high expectations and ambitious curriculum outcomes.

Research evidence is used to inform professional decision making rather than replace it. Teachers combine evidence-informed approaches with their knowledge of individual pupils, subject expertise and specialist advice to deliver learning that is ambitious, inclusive and effective.

10. Presentation Standards

Pupils' work, classrooms and communal areas should reflect care, pride and high expectations. Presentation requirements should be appropriate to pupils' age, needs and level of independence. The learning environment should be organised, accessible and purposeful, supporting pupils to locate resources, understand routines and engage independently.

Detailed operational expectations for books, portfolios, displays and classroom presentation are set out in the Presentation Standards Appendix.

Presentation Standards Appendix

Working walls

Working walls should:

- reflect current learning
- be updated regularly
- contain key vocabulary
- model examples
- contain success criteria
- support independence

Expectations of workbooks

All pupils should have a workbook for each of their subjects. Each subject has a certain colour of book to be used:

English	Blue
Maths	Red Squared
Science	Green
PSHE	Yellow
Art	Light blue/ Portfolio
History	Purple
Geography	Orange
RE	Pink
Food Tech	Portfolio
ICT	Dark Blue
MFL	Dark Green
Music	Red

On the front of the book it should clearly state:

- Name:
- Subject:
- Class

Each workbook should then be 'sticky backed' in order to ensure that books remain clean and organised.

Guidance on appropriate presentation of displays and communal areas

Displays in the corridor

Displays are an opportunity to celebrate or highlight key events that take place at our school. We role-model the love and care we have for our children by keeping our buildings nice, clean, organised and provide a sense of warmth and this relates to our Display Boards.

Displays should be updated, at least termly, both inside and outside of the classroom.

In the corridor displays can be (but not limited to):

- Culture days
- Enrichment
- Pupil birthdays
- Celebrations
- Staff board
- British Values
- Student of the week/Work of the week
- Reading
- Curriculum
- And Safeguarding

Displays in the classroom

Displays in the classroom are important to creating a positive learning environment that the pupils want to be in and help maintain looking nice.

There should be at least one display that celebrates previous work that the pupils have created and one considered to be a 'working wall' in order for the pupils to be able to use and help assist them with their current learning.

Pupils being able to use resources around the classroom to help find and source the information required will help them to develop their independent skills as opposed to only relying on teacher input/approval.

Do's and Don'ts

Do:

- Back and Border each display board
- Use complementary colours
- Cut and stick things up in straight lines
- Use staple guns to help ensure things remain up
- Use blue tack when sticking things to the walls
- Provide a short 'brief' of what the display board is showing i.e. This is us completing different enrichment activities and providing our pupils with different activities that they may not usually experience
- Check your spelling when displaying something

Don't:

- Don't use staples, sellotape or glue on the walls
- Leave boards empty