

Last review: January 2025
Review date: November 2025
Signed By:
Approval Committee: Governing Body



GILLINGHAM SCHOOL
Hardings Lane, Gillingham
Dorset SP8 4QP

**TEACHERS' PERFORMANCE AND
CAPABILITY (PART OF
PERSONNEL HANDBOOK)**

Section 1 Teaching and Learning

Rationale:

Teaching and Learning is our core purpose: we strive to help each student achieve their personal best and to do this within a supportive, inspiring and safe environment.

Gillingham School's Pedagogical Approach

Our school's pedagogical approach summarises our ambition in terms of teaching and learning at our school. Through high quality professional development, quality assurance and performance management, we will strive to ensure that every teacher understands and practices our research informed approach to teaching and learning.

Climate for learning

We take interest in learners as individuals and seek to build positive relationships.

Our expectations are of the highest standard.

We demonstrate high levels of self-regulation and model school values.

We have clear and consistent classroom routines.

We recognise and celebrate positive learning behaviours and achievements.

We ensure learning environments communicate high expectations and prioritise learning.

We invest in relationships with parents and carers.

Home learning

We have high expectations that home learning is completed to a high standard.

We recognise and reward students' engagement with home learning activities.

Home learning focuses on revision, preparation for classroom learning, independent practice and reading.

We plan, model and scaffold home learning to establish a strong culture of homework in every classroom.

We provide opportunities to support students who have not completed home learning

Questioning and oracy

We focus on questions, which promote deep thinking and check the substantive knowledge of all learners.

Our lessons are rich in talk and we use scaffolds to ensure increasing accuracy, confidence and fluency.

We insist on high quality verbal responses including Standard English including in debate and presentation.

Reading and vocabulary

Lessons are rich in reading.

We teach, regularly retrieve and apply identified tier 3 vocabulary.

We use techniques, which promote fluency in reading.

Encoding and cognitive load

We plan activities that make all students think - new content is encoded, applied and consolidated over time.

We build on prior knowledge and retrieve pre-requisite knowledge when teaching new content.

Lesson planning breaks down learning into manageable and logically sequenced steps.

Guided practice and independence

We teach our students to plan, monitor and evaluate their work (metacognition).

We use models, scaffolds and co-construction to ensure all students can experience success.

We remove scaffolds over time and allocate sufficient time for independent practice.

Assessment (formative and summative) and feedback

We use techniques, which engage all learners, every lesson, to check for understanding.

We believe feedback at the point of learning provides the best opportunity for effective feedback.

We use retrieval practice, every lesson, to address gaps in learning.

We carefully design assessments to identify gaps in learning for all students.

Assessments allow us to make informed decisions about each student's progress and attainment.

Feedback provides actionable next steps and recognises the progress that they have made.

DIRT is regular and based on clear success criteria.

Section 2 Gillingham School Feedback Policy

Feedback refers to the process of securing information to enable change, bringing the learner closer to a well-defined goal. Thus empowering learners to move from where they are to where they need to be in clear, manageable steps – ensuring they can do better next time.

Rationale:

- Research indicates that feedback is one of the most powerful factors accelerating progress
- Feedback promotes metacognitive thinking because it enables the individual to plan, monitor and evaluate their approach to learning, developing new and more effective strategies
- Is impactful because the goal is known and accurately defined – a critical factor is the explicit sharing of learning intentions coupled with clear success criteria
- Feedback should be an effective use of teacher time – efficient, meaningful and motivating
- Informs curriculum planning and future learning in identifying misunderstandings or gaps
- Avoids labelling through arbitrary grading and promotes perseverance, resilience and risk taking

Principles

Feedback is not the same as marking or praising. All subjects have identified a bare minimum (half termly) standard in terms of regularity of feedback, taking into consideration the frequency of lessons, and the nature of the subject i.e. practical/theory based. Key assessments for each subject area will be identified on the school's assessment calendar; feedback must be provided for each of these key assessments.

In between each key assessment teachers will continue to monitor presentation and progress. There will be impactful teacher engagement with exercise books to ensure high standards of presentation. Ordinarily, this will take place as an inherent part of lessons. Teachers may wish to target groups of students in-between key assessments who might benefit from additional guidance in terms of presentation. Pupil premium students must be targeted for additional support between key assessments.

Quizzes and low stakes tests, as planned components of the curriculum, provide opportunities for regular recall practice; ensuring key identified knowledge and skills are embedded in long term memory. This provides valuable feedback to both the teacher and student on any gaps. Peer and self-marking should predominantly be used to provide immediate feedback.

We know that 'at the point of learning' feedback has the greatest impact. Feedback can be undertaken by peers, providing a valuable platform for metacognitive talk. Other than a tick for completion, a teacher should only write in a student's book if it is going to impact on progress or improve the quality of presentation. For written subjects, the comments should relate to:

- Pointing out a positive attribute that the student must continue to use (green highlighter)
- Pointing out a SPAG error possibly using the school's coding or promoting improved presentation
- Pointing out an area for development (pink highlighter) must be specific and actionable

Comments on areas for development:

- Focus on 'where to next' rather than an extensive critique of what went wrong
- Ensure students have a clear idea of what success looks like – use of worked examples
- Ensure goals are challenging but accessible - target the individual need. Learners require different types of feedback depending on their current need – knowledge (content), process (linking ideas) or conceptual development
- Students are expected to respond to any teacher comments requiring improvement. Students must be given carefully planned and structured DIRT in lessons. There is no expectation that verbal feedback is recorded for quality assurance processes.

Quality assurance and professional development

Heads of department and senior leaders will quality assure marking and feedback, and provide appropriate support. The focus of quality assurance will be to look at the impact of feedback on student progress, quality of presentation and consistency within departments. It will not focus on what the teacher writes. The actual practice of a student improving their work is more important than how much the teacher writes. Opportunities to share effective practice related to feedback and to moderate standards will be built into quality assurance weeks and departmental professional development meetings.

Appendix 1: Literacy codes**Marking for literacy**

We have agreed to use the following symbols when marking errors:

Sp spellings

Cap Capital letter

P Other punctuation

// Paragraph needed

Ap apostrophes

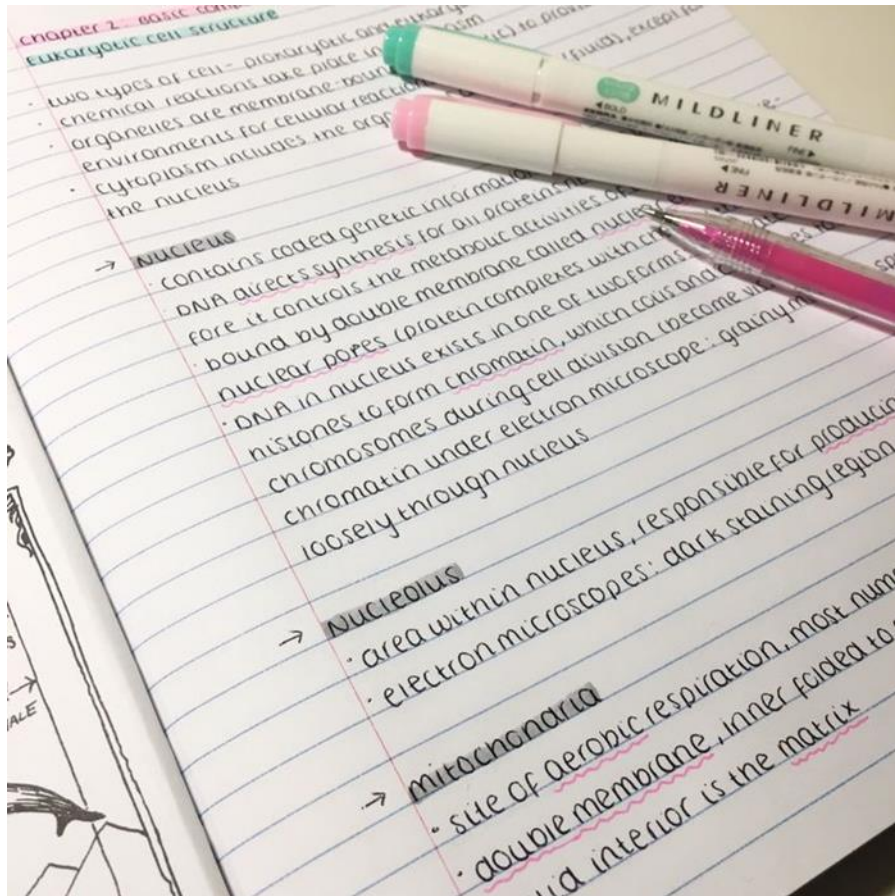
Fs full stop

G grammar

Students need to be given some time to correct errors.

Appendix 2: Exercise books – presentation house style

Presentation in exercise books – our house style



Students need to present their work in a consistently neat way across our school. Students need to take pride in all of the work they produce. In books, pupils should be expected to:

- Clearly enter the date
- Have a clear title which makes it clear what the objective of the lesson/task is
- Use a ruler to draw straight lines and underline titles
- Glue all loose sheets into their exercise books
- Produce neat and legible writing at all times
- Focus on accurate spelling, punctuation and grammar, including proper paragraphing
- Not draw doodles or graffiti
- Neatly cross out mistakes and not scribble errors out
- Improve the quality of work as the year progresses

See linked policies:

- Curriculum
- Assessment
- SEND
- Pastoral
- Equal Opportunities