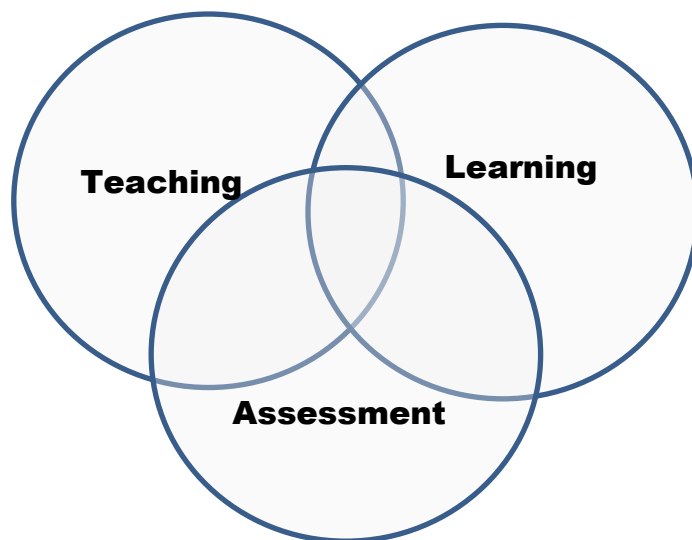# Teaching, Learning and Assessment Policy

The purpose of the policy is:

- to provide practical guidance and clear procedures
- to ensure high quality teaching and learning experiences for pupils and students of all abilities and aptitudes
- to provide a framework for teaching learning and assessment within which there is flexibility and scope for creativity
- to provide coherence of approach and consistency of expectation
- to raise attainment by increasing levels of student motivation, participation and independence
- to promote sharing of good practice
- to make explicit a baseline for monitoring and evaluating the teaching, learning and assessment that takes place
- to inform teachers, students, parents, governors and the wider community about the aims and processes of teaching learning and assessment.

Department for Education Teachers' Standards
July 2011 (introduction updated June 2013)

It is expected that all teachers will meet the Department for Education Teachers' Standards in terms of both, Part One (Teaching) and Part Two (Personal and professional conduct). Below is the *preamble* followed by the eight key points from part one. Teachers should be familiar with and are expected to comply with the entirety of the standards however.

Preamble
Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and

integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:

1. Set high expectations, which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

Summary of Key Ingredients of Successful Lessons

- Starter (the beginning of the lesson needs to be purposeful, but does not necessarily need to be a separate entity)
- Learning objectives (lessons should have a single challenging objective)
- Teacher input (stimulus to learning)
- Pupil grouping/seating plan (thought needs to be given to seating arrangements even if they be left to pupil preference/random allocations)
- Teachers should know and respond to pupils' starting points and adapt accordingly
- Continually assess progress
- Pupil activity (all pupils should be challenged)
- Retrieval practice to check understanding and support pupils
- Quality resources (e.g. ICT)
- Summary/plenary/assessment for learning (pupils need time for reflection and to make connections)
- Next lesson – continuity and progression – making the connections for the students so that no lesson is an "island"

The Learning Experience

This section of the policy reflects the school's expectations regarding planning, preparation, lesson structure and assessment for learning.

It is recognised that colleagues may also wish to extend their repertoire of teaching methods and provision of learning experiences beyond the basic outline given.

Before the lesson:
Planning and preparation

- Lessons are planned with clear aims and objectives, structure and challenge for all pupils
- Objectives are clearly linked to departmental curriculum plan and schemes of work (see appendix for guidance)
- Lessons should be planned with consideration to the teacher's assessment of the pupils' needs
- Teachers make use of all available information, both statistical and personal, to set clear, realistic, yet challenging targets
- Lessons are planned to build on prior learning and ensure continuity and progression
- Plan lessons with consideration to the **SMSC** framework.
- Plan lessons with consideration to the *soft skills* we are developing in pupils through our Growth Mindset philosophy, including: *Resilience, Independence, Collaboration, Leadership, Thinking and Learning, Reviewing and Improving and Communicating.*
- Opportunities for developing literacy, numeracy, ICT skills and cross-curricular elements are integrated into lesson plans wherever possible
- Appropriate and stimulating resources are organised prior to the lesson
- Lesson plans make full and effective use of any home-learning allocation
- Teacher has worked with EAL and LS to prepare pupils for the lesson, especially the key terminology.
- Thought has been given to seating. Where this is a key ingredient to the lesson, it should have an intended impact on the students' ability to engage, learn or complete the task successfully.
- Lesson planning to take into account of the needs of pupils with EHCP, EAL, LS needs.
- Pupils are given Dedicated Improvement and Reflection Time (DIRT)
- Where applicable plans reflect use and development of one to one devices in lessons

Lesson Structure

This framework is expected to provide the basic structure for most lessons. However, it is recognised that it may be adapted to suit the objectives of a particular lesson or sequence of lessons.

Start of the Lesson

- The start of the lesson is purposeful and has a clear focus, using activities which immediately engage the learner. (This does not necessarily need to be a separate entity to the main body of the lesson.)
- Learning outcomes/intentions may be explicitly shared with students, to ensure they understand what they are doing and why.
- The teacher establishes and communicates clear expectations for behaviour

Lesson Development

The teacher should:
- Present lessons with clarity, enthusiasm and pace, ensuring timings to complete tasks are clear.
- Make learning active by providing tasks, which enable students to make meaning, construct knowledge and develop understanding and skills after appropriate teacher led instruction.
- Model activities and processes, making their thinking and decision-making explicit to students.
- Make marking criteria clear and explicit.
- Provide exemplar work so that students are aware of the sophistication of response expected.
- Use a variety of questioning techniques to probe and develop students' understanding.
- Give constructive, positive feedback on work in progress and provide opportunities to act on it (DIRT).
- Provide opportunities for success for every student and seek frequent opportunities to praise. This praise should be directed and explained to model why work is effective. This can be supported by use of the behavioural policy.
- Make use of retrieval practice so that pupils secure new content
- If appropriate, vary groupings and seating arrangements according to the task.
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate.
- Set a variety of home-learning tasks to deepen, extend or initiate learning.
- Opportunities are taken to make assessment of the pupils' progress and use this for future planning.

Pupils should

- Work effectively and purposefully in a range of contexts
- Come fully equipped and prepared to maximise the learning opportunity
- Be prepared to share their learning and ideas in an atmosphere of trust
- Ask questions where appropriate – of each other and the teacher
- Support one another, working collaboratively, recognising that the contributions of all are valid
- Undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement (This skill needs to be explicitly taught and developed by the teacher.)
- Know where to go for help and recognise that further progress can always be made
- Be able to select appropriate learning resources to help develop their own learning
- Work with increasing independence, developing the skills to become life-long learners
- Make increasing use of ICT to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work

End of the Lesson

- The teacher creates the time to review lesson objectives and learning outcomes
- Students have the opportunity to identify their own progress and set themselves appropriate targets
- Students receive supportive feedback from the teacher or their peers where appropriate
- Opportunities are provided to celebrate success
- The end of the lesson is prompt and orderly, allowing for efficient transition between lessons.
- The class should run for the full, allotted time (e.g. no early finish due to quicker than expected progress).
- Pupils depart the lesson as per the lesson summary tick list.

Assessment, Marking and Feedback

Each department will have a clear policy which addresses each of the following key principles ensuring consistency across the department.

Key Principle 1 – <u>Feedback is purposeful and timely</u>

Key Principle 2 – <u>Criteria are understood by the learner</u>

Key Principle 3 – <u>Feedback leads to feed forward (action)</u>

Key Principle 4 – <u>Assessment can be carried out in a number of ways</u>

Key Principle 5 – <u>Presentation of work is important</u>

Key Principle 6 – <u>Literacy is important</u>

<u>Guidance on the above principles:</u>

Key Principle 1 – Feedback is purposeful and timely

- The purpose of the marking must be made clear. If the primary audience is external, then feedback is irrelevant.
- Pupils receive regular developmental and motivational feedback in a variety of ways to enable them to progress.
- Each department to set the timing of return of work, (e.g. work is marked with feedback added and returned within one week)
  [please see reporting and recording procedures]

Key Principle 2 – Criteria are understood by the learner

- Pupils are made aware of the criteria for progression between grades and are enabled to interpret these criteria in a meaningful way.
- All criteria should be written in student friendly language (e.g. must, could, should).

- Graded work is modelled through display and explanation.

Key Principle 3 – Feedback leads to feedforward/action

- Pupils must act upon the advice they are given to improve their performance.
- The department has a mechanism to ensure students are acting on advice given.
- For practical subjects with a high proportion of verbal feedback, this should be recorded by the pupil.

Key Principle 4 – Assessment can be carried out in a number of ways
- It is acceptable as part of a clear policy, for teachers to perform a cursory check of work in order to acknowledge the effort put in by learners.
- Pupils are encouraged critically, but supportively, to judge the performance of others within their group.

Key Principle 5 – Presentation of work matters

- Presentation of the pupils' work is important and should be a focus of feedback and target setting as this encourages them to take more pride in their work.
- Teachers are to use professional judgement with regard to SEN students.
- **All Departments** are to ensure that pupils follow the following expectations for presentation:

  o Use black or blue pen and green for peer marking.
  o Use a pencil and ruler for diagrams.
  o All class-work and home-learning should have a title and date. These should be underlined with a ruler. If being completed on a device each piece of work needs a clear title.
  o The Learning Objectives should be written down if necessary.
  o Covers of books should be kept clean and free from graffiti, and books should be kept in good order.
  o Written answers should be given in full sentences where necessary.
  o All worksheets should be stuck into books neatly.
  o If you make a mistake, draw one neat line through the mistake and start again; do not over-write.

- Further points can be added for subject specific expectations, but all written work should demonstrate the above expectations wherever possible.

Key Principle 6 – Literacy matters

- Every department (not just the English department) is responsible for contributing to the improvement of Literacy, checking carefully for SPAG (spelling, punctuation and grammar) and making these part of the non negotiables of written and spoken expression.
- Assessment should make explicit reference to appropriate modes of expression in each subject.

- Subject specific vocabulary needs to be taught and the teacher needs to model writing and use high quality texts and exemplars.

Homework

- Teachers are required to set homework in accordance with the current home-learning timetable.
- Homework should be purposeful.
- All written and assessable homework must be marked in accordance with the assessment policy.
- In the case of any work not being completed on time or to the expected standards, the school's behaviour policy should be followed.
  Where possible, homework should be set a minimum of one week prior to the due date for years 6-11. [The one week time allowance may not always be feasible, but teachers should endeavour to work with pupils' other commitments in mind.] In the Sixth Form students will be set more regular home-learning, so the expected turnaround may be shorter, but the principle still applies.
- Homework must be set on the school's preferred platform for setting homework, currently FF (*Firefly*)
  o Ideally, home-learning would be entered onto FF prior to the lesson.
  o Wherever possible, homework should also be explained during the lesson.

Teaching and Learning Policy: Roles and Responsibilities

Governors

- To ensure the effective and rigorous implementation and monitoring of the policy

SMT

- To provide appropriate support, training and resources for departments and individuals
- To monitor and evaluate the delivery and impact of the policy
- To modify and update the policy in the light of on-going developments and the changing needs of the school. This is achieved through pupil tracking and lesson observations

Heads of Department

- To be responsible for the coordination of long, medium and short term planning of schemes of work taking into consideration the aims and objectives of the policy
- To monitor and evaluate consistent delivery of the policy at team level, through sampling of work and PDI lesson observations
- To provide appropriate support to team members through training or coaching.

<u>Teaching staff</u>

- To implement this policy by ensuring a consistent delivery of high quality learning experiences

<u>Pupils</u>

- To work positively within lessons to enable staff to implement the policy effectively
- To extend the learning experience outside the classroom by ensuring completion of the learning tasks set as home-learning

<u>Appendix</u>

1.   The typical lesson
2.   Lesson Observation and Learning Walks
3.   Schemes of work guidance
4.   Guidance for EAL pupils
5.   Guidance for SEN pupils

IMPORTANT
There is no typical lesson that is considered better than another, nor is the style of teaching prescribed. Below is an example lesson for those that may feel this is helpful, but this should be considered as one way and <u>not</u> the only way. It should not be used to judged lessons.

1. <u>The Typical Lesson</u>

Prior to the lesson, where relevant, the teacher has worked with EAL and LS departments to prepare the pupils for the lesson. The teacher has used their knowledge of the pupils and data available to seat the students appropriately.

As pupils enter the classroom there is a 'do now' activity to be completed during registration. Very often, this starter will be picked up later, in the main part of the lesson. But even ten minutes into the lesson, the pupils already feel as though they have been challenged to engage, think, discuss or explore.

All pupils are encouraged to be curious, to take risks and to experience failure. Success and failure are seen as equally important elements of learning.

The main part of the lesson is introduced by the teacher telling the pupils what they are going to learn, rather than what they are going to do. They won't just be doing problems. They will focus on the learning: lessons have focus. The objectives are drawn from the scheme of work.

Home-learning from the previous day may play a part. The teacher is proud to be an expert. The embedded and explicit teaching of subject specific vocabulary and making broader links to pupils' schemas from other subject areas is a clear indication of the teacher's high expectations and expertise.

From the pupils' point of view, lessons are active and engaging. They are expected to participate. They are frequently asked to stop, think, suggest and explain themselves. They might have a moment to talk to a partner and come up with a suggestion. They might have to work on a problem and hold up answers on individual whiteboards.

A key feature is asking pupils to explain their thinking or working out: 'You're right. Tell the class how you worked it out.' Pupils sometimes come to the front of the class to do so. There is an emphasis on explaining good ways of working, showing how good learners operate, suggesting how the same method can be used in other subjects.

The teacher moves quickly to get the pupils to apply what they have learned, in group work or paired work, or an individual exercise. This part of the lesson may last around 15 to 20 minutes. In the past, teachers might have waited for pupils who get 'stuck' to put their hands up. Now, they are more likely to sit with one group for several minutes and guide them through the work, helping them to apply new skills.

Models of excellent work are frequently shared, discussed and emulated, be that through teacher demonstration and collaboration, pupils' exemplar responses, academic or professional writing, design or practical work.

Pupils are expected to engage in retrieval practice in order to develop their long term memory of subject matter. This could be through quizzing, use of knowledge organisers, exam practice, distillation or rewording of information.

Opportunities are used to develop pupils' *Soft Skills* (*Resilience, Independence, Collaboration, Leadership, Thinking and Learning, Reviewing and Improving and Communicating*), SMSC understanding and to develop pupils' numeracy and literacy skills, as appropriate.

Any teaching assistant in the classroom is well prepared, has helped the teacher to plan the lesson and is familiar with their special role. They may have attended training about it. The assistant may be sitting with a group of pupils to help them keep up with the work, or making notes for the teacher on how pupils are setting about a task.

The lesson closes with a plenary session in which the teacher draws out the key points. Pupils do most of the work. They are encouraged to explain what they have learned and how it can be used in the future, perhaps in other lessons.
Regular home-learning helps individuals to consolidate what they have learned in the lesson or to prepare for the next one.

2 Lesson observations

Lesson observation at Langley should always be a collaborative and supportive process, focusing on a specific aspect of teaching and learning. It should not be used to form a judgement on an individual teacher. It can be used to monitor a particular pupil or group of pupils, to develop and share expertise or for coaching. It may be used to collect evidence for appraisal or for inspection.

SMT are responsible for lesson observation, but the expectation is that these are also conducted by Heads of Department, coaching partners and NQTs/ECTs. Full lesson observations should always be planned and agreed with the teacher in advance.

Learning walks are also used regularly to gather evidence about specific aspects of provision or delivery, and these can be unannounced. These should be of no more than 15 minutes duration, and observations should be fed back to the teacher in question. (feedback can be digital or verbal).

Feedback should be linked to evidence based practice as outlined in the 'Walkthrus' clusters, or the ECT standards (where relevant). It should be specifically tailored to support the development and appraisal process of the individual teacher and give rise to further developmental conversation and coaching.

3   Schemes of work

TLC guidance suggests a scheme of work could include the following:

1.   **Timing:** in weeks or hours.
2.   **Overview** of the scheme: summary of where the pupils should be at the end of the scheme, key terminology, and skills the scheme is designed to deliver.
3.   **Topics:** the content of or skills to be learnt. (relate to specification where appropriate.
4.   **Objectives:** the basic objectives of learning for each topic.
5.   **Activities:** what the teacher will do and what the students will do.
6.   **Assessment:** how will the pupils' skill and understanding be regularly and repeatedly tested?
7.   **Differentiation/EAL:** Suggested ways to deliver objectives to G&T/EAL/SEN pupils.
8.   **Homework:** suggested home-learning that can be used to support the lessons.
9.   **Soft Skills** (*Resilience, Independence, Collaboration, Leadership, Thinking and Learning, Reviewing and Improving and Communicating)*
10.   **SMSC, learning skills and British Values**

This is a sample, NOT a template to re-write schemes of work.

Course Overview:

Overview of overall aims of the scheme, key skills and terminology. Perhaps a breakdown of what most/some/few students will have learned by the end of the unit.

Soft Skills:

Schemes of work should not only teach subject content but should ideally explicitly include opportunities to develop pupils' soft skills as prescribed by the school's Growth Mind-set philosophy and the PSB framework: *Resilience, Independence, Collaboration, Leadership, Thinking and Learning, Reviewing and Improving and Communicating.*

Spiritual, Moral, Social and Cultural education (SMSC):

In September 2014, SMSC regulations issued by ISI were amended. This change meant that that rather than 'encouraging respect' for fundamental British values, schools must now 'actively promote' these. As well as being covered through discrete PSHE and RE lessons, SMSC at Langley is infused within the day to day operation of the school both in and outside the classroom. SMSC should, therefore, be incorporated where appropriate into SoW.

Every Child matters:

- **being healthy:** enjoying good physical and mental health and living a healthy lifestyle
- **staying safe:** being protected from harm and neglect
- **enjoying and achieving:** getting the most out of life and developing the skills for adulthood
- **making a positive contribution:** being involved with the community and society and not engaging in anti-social or offending behaviour
- **economic well-being:** not being prevented by economic disadvantage from achieving their full potential in life.

Week	KEY QUESTIONS & LEARNING INTENTIONS Children should learn:	LEARNING ACTIVITIES What the children will do:		LEARNING OUTCOMES: Children Should be able to:	RESOURCES:	POSSIBLE HOMEWORK IDEAS	DIFFERENTIATION/EAL
	Objectives are statements of what you are setting out to teach, although expressed as if the students were going to learn it	This should contain teaching activates that could be used to deliver the learning objectives, which can be used and adapted by the teacher for their individual group's needs.		Outcomes are statements of what you might assess.	This should contain teaching activities that could be used to deliver the learning objectives, which can be used and adapted by the teacher for their individual group's needs.	Opportunities for home-learning, where it is available, e.g. shared area on server, textbooks etc.	Potential ways in which this learning can be best delivered to EAL students
	ASSESSMENT	This could be in various formats, home-learning, class work, test/exam or the teacher judgment.					

4. Guide to teaching EAL pupils

- Make sure that you carry out some basic research into the cultural and personal backgrounds of the EAL pupils in your classes.
- Whenever possible consult with the pupil's EAL teacher who may be able to assist with preparing vocabulary through the department's CLIL (Content and Language Integrated Learning) programme.
- Ensure that these pupils are comfortable in the classroom. Have them seated in front of you so that they can easily access pictures and texts and where it is easier for you to make regular eye contact with them.
- Ensure that you start each lesson by explaining the key vocabulary being used. Make sure you provide your EAL pupils with a visual version of the glossary of terms to put into their books.
- As far as possible, allow each EAL pupil to sit next to a reliable pupil who can act as a translator.
- Identify any cultural content that may be unfamiliar to your EAL pupils and be prepared to explain this, perhaps drawing parallels with other cultures.
- Make sure that you repeat and summarise instructions and requests, but be very careful not to vary your language too much when you repeat yourself as this might result in the pupil spending unnecessary time working out if there are any differences between the two messages. Moderate your speed of delivery to meet the needs of these pupils.
- Wherever possible give practical demonstrations to your EAL pupils. Supporting your words with actions is a highly effective way of conveying a message to them. However, you do need to be highly sensitive to the fact that body language and gestures vary in meaning between cultures. In many cultures children are taught to avoid making eye contact with their elders.
- If you are a teacher of English, use dual textbooks where possible.
- If there is a bilingual teacher in the school who can help you, get them to produce worksheets in the pupil's own language.
- Do not over-correct the mistakes of your EAL pupils as this will soon cause them to become demotivated. Have a specific focus when assessing pupils' work and when setting targets.
- Encourage risk-taking within a safe and secure environment. Create a can-do culture within the classroom and have high expectations of your EAL pupils. Expect them to succeed.
- When providing work for EAL pupils make sure that you differentiate. For example, single-word answers are acceptable from a pupil who is new to English but, with increasing experience, pupils must be encouraged to expand their answers and use full sentences.
- Find opportunities to use role play and drama.
- Make use of writing frames but only if pupils have had the opportunity to talk through their work prior to the written task.

5. Tips for SEN

The Classroom
Displays on wall – reference or pupils' work (this can be distracting for some autistic children who prefer a feature/stimulation free environment)
Grade levels/GCSE criteria on display
Key words available
Use of colour
Familiarity with environment and location of equipment
Seating plan. Many SEN children like stability and dislike change.

What makes a good worksheet?
Choose a suitable font (look at the letters a and e) – e.g. comic sans
Large font size – 14-16pt for weaker pupils
Short sentences
Simplify language but keep some scientific terminology
Use symbols or pictures
Leave space to fill in answers, perhaps by double spacing.

Possible strategies to use in class
Think multi-sensory. Use sound, text, video, movie clips, clip-art, the internet, CD-ROMs, the library
Use of ICTAC (ICT across the curriculum) – IWBs, word processing, spread-sheets to analyse/graph results, DTP
Work with words – key words, word walls, definitions, pelmanism cards
Break instructions down into simple steps
Sequencing activities – writing up experiments, cycles, cut and paste. (it is perfectly acceptable for a TA to write sentences or draw diagrams for the pupil to cut and paste themselves. Do not feel it all has to be their own work
Writing frames (Scaffolds) – giving a set of headings which students can flesh out with their own writing, or begin each paragraph so the pupil can finish them
Closed activities and DARTS – fill in the gaps/missing words
Paired work – facilitate paired work with a more able pupil

Use of teaching assistants
Important how TAs are deployed (Ofsted – good lessons "Teaching assistants and other classroom helpers, and other resources are well deployed to support learning")
If a TA is not assigned to a pupil consider who TAs work with, can they support a group of pupils instead? Could they help run a carousel of activities?
Is there scope to plan with the TA?
Consider use of the Teaching Assistant's toolkit (free download)

Useful tips – Don'ts
- Get TA's to do pupils' work for them. Revision guides remove the need to have an excellent set of notes
- Expect pupils to copy – pupils with poor literacy skills learn nothing from copying, it is a total waste of time
- Isolate pupils within the group – social interaction and group-work benefits all pupils

- Don't feel every pupil has to do the same work. It's the learning objective that will be the same, not the activity.