

Teaching, Learning and Assessment Policy

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Beliefs and Aims

“My teacher thought I was smarter than I was. So I was.”

6 Year Old

Beliefs

- We believe in high expectations and no excuses for what our students can achieve
- We believe our students deserve consistently high quality teaching and we strive every day for this
- We believe in our CARE values and we explicitly teach cooperation, aspiration, resilience and excellence
- We are passionate about Teaching and Learning and we aim to constantly improve as practitioners
- We believe that a consistent approach to our routines maximises learning time and aids progress
- We believe in professional trust Eg there is no set expectation for day to day planning and we mark when we know it will have impact on our students' learning
- We believe that all our teachers at Shrewsbury Academy want to improve and so every aspect of our quality assurance of lessons and students' work is to support that end, not to make judgements
- We know our staff are our most valuable resource and so we invest time in high quality training and development

Aims

- To give clear direction to teaching, learning and assessment to ensure consistency of quality
- To ensure typicality of teaching over time moves to outstanding
- To ensure assessment clearly informs next steps in teaching
- To allow marking to provide students with clear guidance on how to improve
- To promote our CARE values to ensure that every learner is successful throughout their school career and beyond

Planning

Planning for Mastery

- All departments have Planning for Mastery Schemes which identify baseline assessments, learning objectives, sticking/mastery points and how these will be assessed
- There is no set expectation of how day to day planning should be done. Examples could be the use of a planner identifying learning objectives and outcomes, planning using slides, a formal lesson plan, use of the planning arrow etc
- Whichever method is used, backwards planning is essential to ensure learning is leading to the right outcomes
- Planning is more effective when sequences of learning are planned rather than individual lessons
- Teachers should identify final outcomes of a lesson/unit of work and a baseline assessment should be used to determine every students starting point to inform planning
- Sticking Points are identified in the Planning for Mastery Schemes and these are planned for and revisited regularly
- A Key assessment/final assessment will be used to assess if students are working towards, achieving or are above expected progress towards the outcomes
- Teachers should have clearly identified students needing additional support and adapt their teaching to meet their needs, working in partnership with TA's and intervention mentors effectively, sharing their planning to maximise support opportunities
- Responsive teaching is planned for so that we are constantly assessing where students' gaps are and planning for these
- Homework should be set as a minimum of every 2 weeks at Key stage 4 and every 4 lessons at Key Stage 3

Planning for an Effective Learning Climate

- Students should sit in a documented seating plan which takes account of ability, pupil premium students and individual need
- Teachers should create a learning environment that is very warm and where expectations are clear
- All teachers will be at the threshold of their doors during transition to ensure calm on the corridors and welcome students warmly at the start of the lesson. Teachers will follow the meet, greet and seat procedure.
- Teachers will deal with any minor disruptions to learning in a calm, clear and private way to ensure learning is not halted (see behaviour policy for more detail). If a student is sent out of a lesson, they should not be out of the lessons longer than 2 minutes.
- Our CARE values are taught explicitly and are expected each lesson

Lesson Delivery

Self- starting lessons

- The Focus slide will be used as a starter activity to make maximum use of lesson time. This may be differentiated.
- Clear routines will be in place to allow students to collect their resources swiftly for the lessons so as not to impact on learning time
- On entry students will complete the do now activity and where appropriate record the title, date and learning outcome.
- This starter activity should be short, engaging and either linked to previous learning or introduce the concepts for the lesson. It should ensure success.
- Learning outcomes/ success criteria are shared with the students and are re-visited throughout the lesson.

Lesson content

- Differentiated tasks should be set throughout the lesson to challenge and support all learners.
- Afl points/ make it stick/consolidation tasks (including STAR marking) should be used to inform teaching and plan next steps.
- Questioning should be highly effective to identify pupils misconceptions and ensure they are corrected. If needed tasks should be re-shaped so pupils grasp concepts and understand better.
- Keywords should be displayed and used within the lesson.
- Spelling, Punctuation and Grammar (SPaG) should be marked using the whole school literacy policy.
- Opportunities should be given for extended writing where appropriate to support literacy improvement.

Assessment for learning

- At the start of the unit of work a baseline assessment should determine starting points to inform planning
- Understanding must be checked systematically and effectively, offering directed and timely support. Students should have time to practice and embed knowledge, understanding and skills securely.
- STAR marking will be used to enable students to reflect/re-think ideas and strengthen understanding.
- A Key assessment/final assessment will be used to assess if students are working towards, achieving or are above expected progress towards outcomes.

Consolidation/ Mastery of concepts

- Students should complete a make it stick/consolidation task to promote mastery of concepts.
- Make it stick/consolidation tasks can take place at any point during the lesson or unit of work where it will have most impact on learning.
- Teachers should use this task as an assessment of learning.
- The teacher should regularly return to the learning outcome/success criteria and encourage all students to evaluate the progress they have made.
- Differentiated homework should be set and this must deepen and consolidate or extend learning. This should be recorded in student planners and can be displayed on a classroom door.

Marking

STAR marking

- Teachers will use STAR marking at the point where feedback will have most impact on learning and progress.
- S=Strength, T=Target, A=Action, R= Response/reflection in learning.
- Target grades (1-9) will be on a sticker at the front of the book/assessment folder.
- Teachers are to circle the T+, T=, T- to show pupils progress towards their target. A key assessment may also be awarded a grade.
- The teacher is to tick C/W(classwork), H/W(homework) or K/A(key assessment) and award an effort grade 1 – 4 (Outstanding – Inadequate).
- Green pen should be used to mark pupils work. Purple pen should be used for pupil responses and self and peer assessment. S/A and P/A should be labelled clearly.
- A STAR assessment should be completed at least once within the unit of work and identified in planning for learning.
- It is not necessary to mark every piece of work, especially note taking etc. We make a professional judgement about where our marking will have impact on learning.

General marking

- Marking of work should take place as soon as possible following completion in order to ensure impact and provide time for the student to respond.
- Teachers should show acknowledgement of all pieces of work that have taken place this could be in the form of a tick/smiley face/stamp/correction of literacy.
- Throughout the topic green pen will be used to set any relevant TARGETS (T) with ACTIONS (A) when marking work and students are to complete these ACTIONS in purple pen. Teachers are to use their own professional judgement as to where is appropriate to ensure impact marking.

Teacher Development

Classroom observation

- Classroom observation and work sampling are tools to develop the quality of teaching and learning at Shrewsbury Academy.
- Individual observations of lessons will not be graded.
- All teachers will take part in a coaching programme. This will involve staff being in a coaching pair. Each member of the pair will observe the other along with a member of the T&L team (MHO, MLO, HCO, RCO). The pairs will then feedback to one another under the guidance of the T&L team.
- Each teacher will be observed three times per year and individual observations will not be used for Performance Management.
- Judgements on the typicality of teaching over time will review: the lesson snap shot, teacher development forms, progress data, and quality of work and progress of students through work scrutiny. This will feed into decisions around Performance Management and pay increments.
- Where most recent Y11 results were less than national LOP for the ability of the group, the focus of the observation will be KS4

Monitoring of Assessment and Feedback

- This will be completed by Heads of Department and Senior Leaders. The purpose of this is to assess the quality of marking of class work and feedback to students and the **impact** it is having on learning.
- Heads of Department will monitor marking throughout the year, through half termly book sampling. Strengths and areas for development will be shared with individuals/ departments.
- Senior leaders will monitor progress towards targets set and will sample books termly to ensure the action points have been addressed and marking continues to develop within the school. These samples may also have a particular focus which could include the progress over time of SEN, G&T, PP, EAL students and Literacy and Numeracy.
- There will be a whole school sample by the Headteacher and Assistant Headteachers responsible for Assessment, marking and feedback, once a year to review and look at differentiated student outcomes and activities.

Judgment of teaching, learning and assessment based on Ofsted framework 2015

Please tick each relevant statement during observation

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| Progress | Pupils make substantial and sustained progress over time. | Pupils make consistently strong progress over time. | Student outcomes are not good. | Pupils are making inadequate progress as a result of weak teaching. |
| Learning | All pupils are interested learners who seek to consolidate and deepen their knowledge. Pupils love the challenge of learning and are resilient to failing. | Pupils are keen learners who develop the capacity to learn from mistakes. Most are willing to develop, consolidate and deepen their knowledge. | <i>Pupils learning is satisfactory.</i> | Learning limited, pupils underachieve. |
| Attitudes and expectations | Consistently high expectations of all pupils attitudes to learning. Pupils take pride in all aspects of their work. | Teachers expect all pupils to work with positive attitudes. Pupils apply themselves and make strong progress. | A significant number of students do not apply themselves fully.. | Teaching over time fails to engage or interest pupils, or specific groups (inc SEND) |
| Behaviour | Teacher manages behaviour skilfully and highly consistently. Behaviour improves (or is outstanding) in the lesson as a result. | Behaviour is managed well. Behaviour improves in the lesson as a result. | Clear procedures for managing behaviour, but not always used consistently. | Procedures for managing behaviour are not clear or are not used consistently. |
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| Planning | <i>Very effective, inspirational activities, making maximum use of lesson time. All pupils learn exceptionally well over time.</i> | <i>Effective planning help pupils to learn well. Tasks are matched to individual pupils needs including least and most able.</i> | <i>Adequate, but does not develop all pupils' K&U/skills. Activities are mostly appropriate but do not meet the needs of all pupils.</i> | <i>Fails to take sufficient account of needs of individual pupils.</i> |
| Questioning | Highly effective, to identify pupils misconceptions and ensure they are corrected. | Question skilfully and reshape tasks so pupils understand better. | <i>Questioning has some impact to identify misconceptions and individual needs.</i> | <i>Questioning has little or no impact on learning – failing to narrow gaps.</i> |
| Of RWCM | 'Highly effective' and exceptionally well planned. | Effective and well planned. | <i>Some support for skills, but provided inconsistently.</i> | Pupils cannot use RWCM skills as well as they should. |
| Of SMSC | <i>Every opportunity is taken to develop SMSC skills, knowledge and understanding.</i> | <i>Opportunities are taken to develop SMSC.</i> | <i>SMSC is occasionally promoted.</i> | <i>SMSC is ignored or overlooked.</i> |

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|-------------------------------|--|--|---|--|
| Assessment | Understanding is checked systematically and effectively, offering directed and timely support. Students have time to practice and embed knowledge, understanding and skills securely. AfL is highly effective. | Understanding is assessed regularly and accurately. Pupils review what they are learning and time is given to develop knowledge, understanding and skills further. AfL is effective. | <i>Understanding is monitored in the lesson. AfL is not effective. Next steps are not clearly structured.</i> | <i>Understanding is not checked effectively to help pupils improve.</i> |
| Homework | Challenging homework is set which matches individual needs and deepens understanding. | Appropriate homework set for the age and stage of pupils, that consolidates learning. | <i>Appropriate homework is set. It matches most pupils' needs.</i> | <i>Homework is not set regularly or it does not contribute to learning.</i> |
| Feedback & marking | Incisive feedback and teacher targets enable students to use feedback effectively. Students make quality responses. Marking is in line with assessment policy. | Pupils know how well they have done and how to improve. Pupils use feedback well and respond appropriately. <i>Marking is in line with the assessment policy.</i> | <i>Marking is inconsistent. Some pupils know how well they have done and how to improve.</i> | <i>Pupils are rarely, if at all, informed about progress. Many do not know how to improve. Marking is minimal.</i> |

Suggestions for strengths/areas of development

Can do - linked to prior learning or learning within lesson

Plenary/AFL opportunities are used to effectively to gauge individual student progress

Teacher greets students on arrival

Varied and **inspirational activities** are planned and built into the lesson

Differentiated tasks matched to individual needs

More able students are challenged

Lower ability students are supported well

Students are given time to **practice and embed** what they have learned in their make it stick activity

Co-operative learning structures used to scaffold questioning, enable all to contribute and to encourage thinking and ways of working

Key words are used and explained during the lesson

Planning shared with **supporting adults**, clear / shared goals for support

Work is **modelled** to show students the high expectations

Mini plenaries and questioning are highly effective to identify misconceptions **or extends level of challenge**

Learning is **chunked** / scaffolded into manageable steps

Pupils are given **AfL opportunities** throughout the lesson

Peer assessment / self assessment used effectively with clear success criteria

Challenging Homework set at appropriate times and evidence of being regularly set

Assessment in books demonstrates the teacher marking is effective and used to plan next steps in learning

Assessment shows that students can re-think their ideas, quality responses made to feedback

Consistently high expectations

Behaviour managed skilfully

Shrewsbury Academy Whole School Literacy Mark scheme

P = punctuation missing

// = paragraph missing

? = sentence doesn't make sense

SP = spelling error

V = check verb tense

Presentation Policy

Aim /Purpose

- To ensure consistency throughout both Key Stages
- To clarify how pupils' written work should be presented and to ensure a common standard is maintained across the curriculum
- To ensure all students take pride in the visual appearance of their work and understand that well-presented work evokes a positive response in a reader.

Written Presentation of Work

Pens/ Colours: All students are to write in blue or black pen. Pencil should be used for graphs and other drawings. Students may use cartridge pens, disposable ink pens or biros. Coloured pencils/highlighters can be used to highlight key aspects if directed by the teacher. Teachers will mark books in green pen and students will use purple pen to respond and reflect on teachers marking as well as peer and self-assessment.

Date/Titles: Date should be underlined with a ruler and is to be written on the left hand side of the page. Titles are to be written at the top of the page in the middle and again should be underlined with a ruler.

End of Work/ Wasting Space: Work must be ruled off at the end with a ruler. No wasted space in exercise books, all pages should be used. Always carry on after the ruling off from previous lesson.

Classwork/Homework- Classwork and Homework tasks must be clearly identified in books with subheading of CW/HW underlined with a ruler.

Handwriting/ Mistakes/Doodling - Handwriting must be legible. Mistakes should be crossed out with one single line. No scribbling out or excessive use of crossing out. No Tippex to be used in books. Graffiti/ Doodling is not allowed on any written pieces of work.

Condition of Exercise Book- Each book must have the students name, group, name of subject, teacher name and target level/grade on the front cover. Literacy whole school mark scheme stickers should be evident inside the front cover of all books. Books are not to be defaced in anyway. Worksheets should be glued into the book neatly; there should be no loose pieces of paper in books.

