



Teaching, Learning and Assessment Policy

**Member of SLT Responsible for Policy:
R.Cox/ C.Triance**

Sept 2018

Review Date: July 2019

Beliefs and Aims

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

6 Year Old

Planning

Planning for an Effective Learning Climate

- Students should sit in a documented seating plan which should be carefully planned to support all students.
- Pupils should be encouraged to take pride in their work and ensure it is presented appropriately.
- Teachers should create a learning environment that is fit for purpose and well equipped.
- All teachers will be at the threshold of their doors during transition to ensure pupils move about the school in a calm and quiet fashion.
- All staff should welcome students warmly at the start of the lesson and 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 5 minutes.
- Our CARE values are taught explicitly and are expected each lesson.

Lesson Delivery

Self-Starting Lessons

- The ‘Do Now’ focus slide will be used at the start of all lessons to ensure maximum use of lesson time. This may be differentiated and should be clearly displayed.
- 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 and date.
- The ‘Do Now’ activity should be short, engaging and either linked to previous learning or introduce the concepts for the lesson. It should ensure success by being accessible to all students in the class.
- Learning outcomes/ success criteria should be shared with the students and re-visited throughout the lesson.

Lesson content

- Differentiated tasks should be set throughout the lesson to challenge and support all learners.
- Afl points /consolidation tasks (including yellow box marking) should be used to inform teaching and plan next steps.
- Questioning should be highly effective and differentiated to identify pupils' misconceptions and ensure they are corrected.
- If needed, tasks should be re-shaped (reworded, given verbally, written down) 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 (Beat the Blues).
- Opportunities should be given for extended writing, where appropriate, to support the improvement of literacy skills.

Marking and Assessment

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 practise and embed knowledge, understanding and skills securely.
- Yellow box marking will be used to enable students to reflect/re-think ideas and strengthen understanding.
- Beat the Blues marking should take place at least once within a unit of work and pupils should be given lesson time to address inaccuracies. Corrections should be made in purple pen.
- Key assessments/final assessments will be used at the point they have the most impact, to assess if students are working towards, achieving or are above expected progress.
- Target sheets should be glued into the front inside cover of exercise books and should be updated regularly by staff and students.
- Data sheets should be regularly updated and should include target grades, relevant student information from SIMS, latest assessment/working at grades and work targets.

Marking

- Green pen should be used to mark pupils' work. Purple pen should be used for pupil responses and self and peer assessment. SA and PA should be clearly indicated in the margin.
- Yellow box marking should be taking place once every 2 weeks at Key Stage 4 and once every 4 lessons at Key Stage 3.
- It is not necessary to mark every piece of work, especially note taking.

- Marking should take place as soon as possible once the work is completed and results passed back to students promptly.

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 and feedback given 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.
- Additional support will be given to staff as and when needed.

Homework

- Homework should be used to master and consolidate learning which has taken place in the classroom or to prepare for future lessons.
- All homework should be recorded on Doodle.
- Homework should be set once every 2 weeks at Key Stage 4 and once every 4 lessons at Key Stage 3.
- There is a homework session every day after school 3pm - 4pm for all students to attend to complete homework. This is a calm stimulating environment with the support of a member of staff. Students will also have access to the internet if it is required.
- If homework is completed in exercise books it should be clearly labelled as homework.

Teacher Development/Observations

- Classroom observations should take place at least twice a year and ideally once every term and can be done by SLT, HoDs or any teaching staff.
- Staff will be given a minimum of 5 days' notice before the observation takes place.
- Observations will be for a minimum of 20 minutes of the lesson.
- The group to be observed will be decided by the observer.
- It is useful but not compulsory to prepare a lesson plan for the observer (this can support staff members in showing evidence of progress/extension/differentiation that will be evident in some later points of the lesson that the observer may not see).
- Data sheets and seating plans must be provided.
- Folders with homework/assessment work must be easily accessible by the observer.

- Verbal and written feedback from observations should be given within two days of the observation.
- Observation forms will be used to ensure staff receive support and guidance where appropriate.
- Staff should ensure they add their own comments to the observation forms and sign them.
- 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.
- Observations will be used to support performance management targets and to assess where intervention and support is needed.
- Judgements on the typicality of teaching over time will review: the lesson snap shot, progress data, and quality of work and progress of students through work scrutiny. This may feed into decisions around Performance Management and pay increments.

SHREWSBURY ACADEMIES TRUST
LESSON OBSERVATION FEEDBACK SUMMARY

Date _____ Lesson _____ Group _____

Teacher _____ Subject _____ Observed by _____

Key Areas for Praise

- 1.
- 2.
- 3.
- 4.
- 5.

Key Areas for Development

- 1.
- 2.

General Comments

Comments by Teacher

Observation Form

Lesson Observation Record

Teacher:	Observer:	Date:
Subject:	Class:	Period:

Observation Form

	Blue	Green	Amber	Red
Focus	High expectations from teacher and students engage all in a relevant learning activity from the outset with a clear link to the intended learning.	An activity provides a purposeful start to the lesson which links with the intended learning.	There is a purposeful and clear start to the lesson.	Low expectations from teacher and students result in a lesson start lacking structure and purpose.
Lesson Start TS4	A wide range and variety of learning experiences inspire all students.	A range of learning experiences engages all students.	More than one learning experience is evident that engages most students.	A 'one size fits all' approach provides little variation and does not motivate or engage students.
Variety of Experiences TS1 / TS2 / TS4	The confidence generated by the teacher's excellent subject knowledge pervades the classroom, inspiring and challenging all students.	The teacher has strong subject knowledge which is used to challenge and engage all students.	The teacher's subject knowledge is secure.	The teacher's knowledge of the curriculum and the course requirements are inadequate.
Teacher's Subject Knowledge TS3	Resources, including new technology, are used creatively to impact positively on the quality of learning and progress made by students.	Resources, including new technology, are used competently to enhance the quality of learning and progress made by students.	Resources, including new technology, are used adequately to support learning and progress.	Resources, including new technology, are not used effectively to support learning.
Use of Support Staff TS8 n/a	Support provided through other adults is precisely targeted and makes a marked contribution to the quality of learning and progress made by students.	Support of other adults is well focused to support and challenge the learning of individuals and progress made by groups of learners.	There is a role identified for other adults who are deployed to support learning and progress.	Inadequate use is made of other adults in the classroom.
Learning Objectives TS1 / TS2	Learning objectives are evident, differentiated and linked to assessment. They are communicated expertly so that students are fully engaged with the purpose of the learning.	Learning objectives are evident, structured, and communicated effectively to focus students on the purpose of learning.	Learning objectives are conveyed to the students.	Learning objectives are not evident or do not inform learning.
Context TS4 / TS5	The students are clear how the objectives build on prior learning and assessment of their needs.	The students are clear of the objectives' relevance and how the lesson fits into the course of study.	Some effort is made to put the lesson into context.	The lesson is not put in context and has little relevance to the students.
Independent Learning TSS	Teachers facilitate and empower students to be able to work independently and collaboratively; learners explore, seek clarity and think critically and imaginatively.	Planned opportunities for students to work increasingly independently exist in order that they are able to share and apply their knowledge.	Students are encouraged to work independently at some stage in the lesson, sharing ideas to gain deeper understanding.	Little independent learning takes place or learners are excessively passive and dependent on the teacher which impacts on the progress made.
Use of Time TS4	The management of time in the lesson is exemplary, the lesson is clearly structured and flows seamlessly from one phase to the next.	Good use is made of time and the lesson has a clear structure.	There is evidence of planning the use of time which results in little time being wasted.	Inadequate use is made of the time available and the lesson has no clear structure.
Attitude to Learning TS1	All students demonstrate excellent attitudes to their learning and clearly enjoy what they do. Students are inspired and enthused.	Students demonstrate good attitudes to their learning and enjoy what they do. Students are motivated and engaged.	Students generally show positive attitudes to their learning. Students are generally engaged.	Students' attitude to learning is poor. Teaching fails to promote students' learning, progress or engagement.
Behaviour TS7	Behaviour is exemplary which results in high levels of engagement amongst all students.	Behaviour is good and any inappropriate behaviour is managed effectively.	Most inappropriate behaviour is managed adequately.	Behaviour is often inappropriate and is not adequately managed.
Health & Safety TS1	Students learn in a safe and secure environment as a result of the teacher explicitly planning and demonstrating they are able to manage and monitor risks effectively.			The health & safety of learners is endangered.

Observation Form

Assessment		Progress	
Questioning Techniques TS6	All students show deep understanding, asking and answering a range of probing questions in a variety of situations. Questioning is used very effectively to assess understanding.	All students are involved in asking and answering questions. Questioning is used effectively to aid understanding and techniques are used to engage students in learning.	Questioning and discussion are used to aid understanding, but involve a limited number of students.
Assessment for Learning TS6	The teacher systematically and effectively checks students' understanding throughout lessons. They anticipate where they may need to intervene and do so with a high impact on the quality of learning and progress made.	The teacher listens to and observes students in order to reshape tasks and explanations to improve learning. They ensure that students know how well they have done and what they need to do to improve.	The teacher monitors students' work during lessons making limited interventions.
Feedback TS2 / TS6	Feedback is personalised and suggests ways to improve. Praise is consistent, appropriate and specific in supporting students to improve their learning.	Verbal feedback is helpful and detailed, suggesting ways to improve. The effective use of praise is a key feature of the lesson.	Feedback informs students of their progress and suggests ways to improve. Some praise is given to students.
On-going learning reviews TS4	Activities throughout the lesson engage all students in effectively reviewing what and how they have learned. A connection is made to future learning.	Activities at points during the lesson effectively review learning for all students.	An end of lesson activity effectively summarises the learning from the lesson.
Marking TS6	Marking is completed regularly and is consistently accurate. Feedback is constructive, motivational and focused on improving learning. Students are given a clear understanding of how to improve their work and engage reflectively through the regular and effective use of dialogic marking.	Marking is frequent and accurate. Feedback is constructive and focused on improving learning. Students are given targets on how to improve and prompted to reflect on their work through questioning. Evidence of students responding to feedback is present.	Marking is frequent and mostly accurate. Feedback uses generalisations to improve learning. Errors in work are highlighted. Students respond to feedback to improve future work.
Pitch TS2 / TS5	A clear awareness of prior attainment, performance targets and relevant assessment criteria has been used to pitch the lesson accurately for all students.	An awareness of prior attainment, performance targets and relevant assessment criteria has been used to pitch the lesson appropriately for most students.	An awareness of prior attainment, performance targets and relevant assessment criteria is evident.
Level of Challenge TS1 / TS5	The teacher has an accurate knowledge of students' capabilities. Data is used to ensure that all groups of learners make exceptional progress through the highly effective tailoring of activities. The motivational effect of this is evident.	The teacher is familiar with the capabilities of the class. Data is used effectively to support the planning of activities which are closely tailored to the different capabilities of all groups of learners so that students learn well and make good progress.	Activities are sufficiently challenging to ensure that the majority of students, including those with additional needs and the more able, make expected progress.
Observer to reflect upon areas above and cross-reference below before feedback is given			
Progress	All students have made exceptional progress by the end of the lesson. Their learning is profound. Students demonstrate that they are able to use and apply the knowledge and skills they have gained in future learning with confidence. Students are consistently and effectively supported in improving their work.	All students have made good progress by the end of the lesson and, in some cases, will have exceeded their expected capabilities. They have a deep understanding of their work and will be able to build upon this in future learning. Students know how well they have done and can articulate how to sustain good progress.	The majority of students have made the progress that is in line with their capabilities by the end of the lesson. Their outcomes are secure and will be helpful for future learning. Students are informed of their progress and how to improve.
			Too few students are engaged by the lesson; achievement is superficial and/or insecure given their starting points. Students are unclear about their progress and/or how to improve.

Lesson Observation Feedback

Observation Form

Comments on lessons (must all be related to teaching standards)

Comments:

Teaching standard:

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Teacher's Signature:

Observer's Signature:

Target Sticker

Name:

End of year target grade:



Subject:

End of GCSE target grade:

Unit	Working at grade	Target for improvement (student to complete)	Unit target met?
1			
2			Unit 1 target met? Y/N
3			Unit 2 target met? Y/N
4			Unit 3 target met? Y/N
5			Unit 4 target met? Y/N
6			Unit 5 target met? Y/N

Yellow Box and Beat the Blues Examples

• Please go through the exam question (Q12) here, focusing on the Venn diagram, which was incomplete. Also show me your thought process for part b.

Q12

LCM = $2 \times 2 \times 2 \times 3 \times 3 = 2^3 \times 3^2 = 36$

Q7

LCM = 3 packets of cheese sticks

LCM = 5 rods of burgers

Yellow Box

• Redo the questions highlighted in orange. Make sure you leave ample space between your working out to improve your presentation.

Q9

The HCF is 2

The LCM = $2 \times 2 \times 3 \times 3 \times 7 = 420$

Q10

The HCF = $3 \times 3 \times 3 = 27$

Q11

Prime factor of 27 = $3 \times 3 \times 3$

Prime factor of 36 = $2 \times 2 \times 3 \times 3$

HCF = 9

Yellow Box

Conclusion -

In this practical we tested how long it would take for the cross to disappear when we added ^{hydrochloric} hydrochloric acid and ^{sodium thiosulphate} sodium thiosulphate at different ^{temperature} temperature.

The pattern I saw with my results was the higher the ^{temperature} temperature is, the quicker the cross disappeared. I found this out as on my results table when it was 50°C the time taken was 13 seconds but for 10°C it took 49 seconds and on the other two tests 50°C took 12 seconds and 10°C took