



## Teaching, Learning and Assessment Policy

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## Teaching, Learning and Assessment Policy

### 1 Introduction

Policies at Wollaston School are designed to support the ethos, aims and vision of the School as outlined in the School Improvement Plan. They are written to ensure that we achieve the best possible provision for our pupils and improve their life chances.

### 2 Rationale

We believe that a Teaching, Learning and Assessment Policy will clarify the School's standards and expectations, in line with Teachers' Standards with respect to teaching, and improve the quality of teaching, learning and assessment for learning across the School.

Effective teaching promotes high levels of learning, progress, enjoyment and well-being for all pupils and it uses marking and assessment as an integral mechanism for meeting the needs of all pupils.

In line with our School values to **Inspire, Motivate and Achieve** we want to promote a positive self-image and growth mind-set for pupils, and through this, encourage them to value and take pride in their work.

### 3 Aims

- 3.1 Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- 3.2 Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- 3.3 Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- 3.4 Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- 3.5 Teachers provide pupils with incisive feedback, in line with the School's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- 3.6 Teachers set challenging homework, in line with the School's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils for work to come.
- 3.7 Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.
- 3.8 Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts, celebrate successes and ensure that pupils take pride in all aspects of their work. Teachers



have consistently high expectations of all pupils' attitudes to learning and encourage pupils to actively take part in their learning.

- 3.9 Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- 3.10 Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- 3.11 Teachers are quick to challenge stereotypes and the use of derogatory language **in lessons** and around the School. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

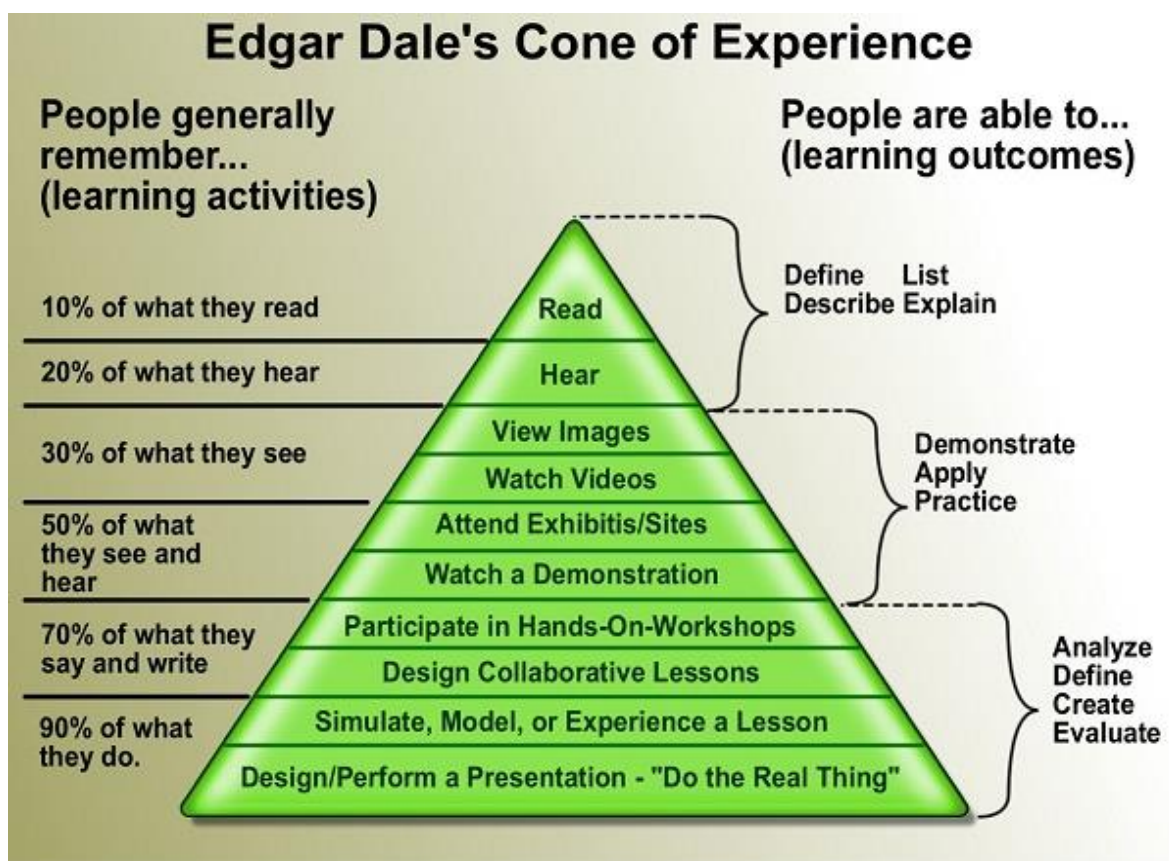
#### **4 Quality of Teaching and Learning Implementation**

##### **4.1 In line with our School values: Inspire, Motivate and Achieve, we will:**

- 4.1.1 Deliver well planned lessons that utilise a variety of appropriate and challenging resources.
- 4.1.2 Have a secure knowledge of the relevant subject(s) and curriculum areas we teach, foster and maintain pupils' interest in the subject, and address misunderstandings.
- 4.1.3 Demonstrate a critical understanding of developments in the subject and curriculum areas we teach. Ensure planning takes into account all pupils' weaknesses and starting points and enables all pupils to make good progress through effective differentiation. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; those with Pupil Premium and be able to use and evaluate distinctive teaching approaches to engage and support them.
- 4.1.4 Supervise corridor movement in the vicinity of our classrooms between sessions to support pupils to move to lessons calmly and promptly.
- 4.1.5 Meet and greet pupils as they enter and ensure lessons start punctually and purposefully.
- 4.1.6 Have high expectations of all pupils and have well established classroom routines.
- 4.1.7 Use GO 4 SCHOOLS to record attendance and punctuality to each lesson and to monitor, reward and sanction pupil behaviour as appropriate.
- 4.1.8 Ensure that lessons have a clear learning objective(s). Learning objectives are important because they help secure progress, support planning and focus the teaching on what pupils need to learn; they help pupils see the purpose of individual lessons.
- 4.1.9 Communicate learning objectives with pupils and revisit them throughout the lesson so that they understand and share ownership of what they will be learning in the lesson. Make it clear to pupils how these learning objectives will be achieved (outcomes).
- 4.1.10 Demonstrate key elements of good AFL practice in every lesson and continually assess pupils' progress against intended outcomes through questioning and the monitoring of work around the class.



- 4.1.11 Use questioning to gauge pupils' understanding and reshape explanations and tasks where this is needed.
- 4.1.12 Use peer and self-assessment strategies.
- 4.1.13 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- 4.1.14 All have an expectation of all pupils to improve and develop their English and Mathematics skills.
- 4.1.15 As subject specialists, check spelling of technical and age-appropriate general vocabulary and correct as appropriate.
- 4.1.16 Maximise pupil participation in lessons (refer to Edgar Dale's diagram below):



- 4.1.17 Deploy support staff effectively.
- 4.1.18 Set appropriately challenging homework that will reinforce and extend learning.

## 5 Quality of Assessment and Feedback. The expectation is that:



- 5.1 Marking and feedback is regular and there is detailed feedback **at least** twice per half-term (every three to four weeks).
- 5.2 All teacher marking and feedback (including verbal) will be dated and initialled by the teacher.
- 5.3 There is clear, specific, formative and incisive written feedback that enables pupils to make gains in their learning. This must be consistent with your faculty policy, which may be for example, 'WWW/EBI' or 'two stars and a wish' or 'positive comment and improvement target'.
- 5.4 Feedback should be linked to learning objectives and success criteria and should provoke thinking. Feedback should be structured in a way that allows pupils to improve or use the feedback to extend a piece of work.
- 5.5 Pupils must use 'FIX-IT' time to correct and act on feedback in GREEN pen. Where appropriate, pupils mark this clearly as 'FIX-IT'.
- 5.6 If verbal feedback is given write 'VF' or use an ink stamp to indicate this and ensure pupils write a response in green pen to demonstrate the impact of the feedback given and how they will use the feedback to improve.
- 5.7 Feedback will incorporate praise and clearly state **why** the work is good and not just unqualified comments like 'good' or 'well done' (use success criteria or learning outcomes).
- 5.8 Where applicable, working at grades will be given for classwork, homework or assessments and pupils will be given diagnostic targets of how to move up a grade. Assessment grades will be recorded on GO4Schools in line with calendared deadlines.
- 5.9 There will be marking for literacy and wherever applicable, numeracy. Highlighting literacy errors, for example: spelling, grammar, punctuation, definitions etc.) Pupils must be routinely correcting these errors in green pen. It will not be feasible to correct every error – age-appropriate expectations and key terms and technical language subject specific terminology will be considered.
- 5.10 The following literacy codes will be used:

**Sp**-spelling, **P**-punctuation, **C**-capital letter, **//**-new para, **G**-grammar.

## 6 Monitoring and Evaluation

- 6.1 A programme of observation and structured feedback by Middle Leaders.
- 6.2 A programme of work scrutiny and feedback conducted by Middle Leaders and Senior Leaders.
- 6.3 A programme of Appraisal observations.
- 6.4 A programme of internal reviews on a biannual cycle, as appropriate.
- 6.5 A programme of reviews led by external consultants, as appropriate.
- 6.6 A programme of learning walks with the Middle Leader and a member of the Leadership Team.
- 6.7 An analysis of the quality of teaching and learning as indicated by the reviews to ensure we have met our quality of teaching targets and to establish trends and support those individuals or teams not meeting targets.
- 6.8 A programme of reporting on trends for the quality of teaching to Governors.



## 7 INTERVENTIONS TO IMPROVE THE QUALITY OF TEACHING & ASSESSMENT

### 7.1 We will work to improve the quality of teaching at whole-School level, team level and individual level through:

- 7.1.1 Providing an effective induction programme for new staff to ensure they are familiar with expectations for the quality of teaching in the School.
- 7.1.2 Providing effective training and induction for Newly Qualified Teachers to ensure they enter the profession with clear expectations for the quality of their teaching and they are supported to develop outstanding practice.
- 7.1.3 The School's Appraisal procedures, ensuring that all staff have clear, individualised objectives for improving the quality of their teaching and that they are supported within the School's line management and appraisal structures to review progress towards and meet their objectives.
- 7.1.4 A programme of targeted interventions for individual teachers whose teaching needs to improve to move them to consistently good teaching as defined by Ofsted descriptors.
- 7.1.5 The implementation of professional programmes such as Outstanding Teacher Programme and the Improving Teacher Programme targeted at groups of teachers.
- 7.1.6 Developing the capacity of middle leaders to be effective leaders of teaching and learning through Middle Leadership Development in School and professional development opportunities.
- 7.1.7 Targeted interventions with subject and/or year teams where review outcomes identify whole-team issues.
- 7.1.8 A programme of professional development which has the improvement in the quality of teaching and disseminating good practice at its core.