# LEARNING POLICY

Consistent, high quality teaching has a profound impact on student progress and outcomes. Teachers are individuals who have different areas of skill and as such there ought to be no limiting prescription about exactly how teachers ensure that high quality learning happens every lesson.

Our curriculum is founded on the following principles and lesson delivery should consistently reflect these broad aims:
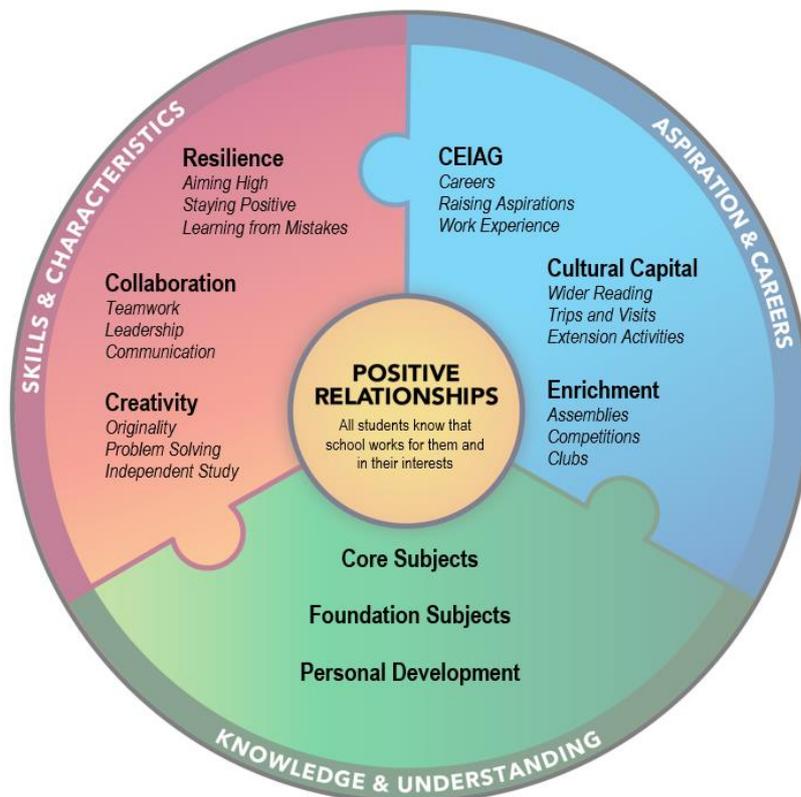


Respected research informs all guidance that we use as a Trust, and can reasonably expect to provide a common baseline for our expectations in lessons:

- **Positive relationships** are at the heart of our curriculum. Clear, consistent expectations are key to achieving this aim. Praise and positive reinforcement must be used frequently to embed high expectations.
- **Lessons should have a clear, challenging aim**. All students should be supported to reach this expectation through effective planning and targeted support.
- **Dialogue should promote thinking and deepen learning:** There is a strong connection between speech (both silent inner speech and oral language), the development of mental concepts and cognitive awareness. High quality explanations, rich questioning and dialogue lies at the heart of the feedback loop, which enables the teacher to know where the learner is in order to scaffold the next stages
- **High quality literacy** and a clear understanding of vocabulary unlocks a deeper understanding of more complex learning.
- **Assessment for Learning:** Teachers should have a clear view of their students' starting point, they should know where they need to be but most importantly, they should be able to provide feedback about how they can get there. The term 'assessment' refers to all activities which provide this information.
- **Revisit and Practice**: There is strong evidence for the *testing effect* (learners working to recall knowledge they have previously learned). Difficult but successful retrievals work better than easier successful retrievals. Retrieval practice needs to occur within a reasonable time after the topic has been initially taught, and the knowledge should be revisited throughout the programme of study (*spaced* or *distributed practice* and *interleaving*).

Appendix 1      Assessment, Feedback and Homework Guidelines
Appendix 2      Developmental Lesson Observation Form
Appendix 3      Developmental Work Scrutiny Form

**Last review date:**      29.09.20
**Person Responsible:**      Helen Mather (Trust Director – Learning and Progression)

## Assessment, Feedback and Homework Guidelines

### Formative Assessment – written work

Day to day formative assessment of pupils' written work involves scanning or quickly glancing at work, with a brief acknowledgement, in the form of marking with a tick, a short comment, a sticker or stamp. Marking can be completed effectively by teachers and, **when properly guided**, by students via self or peer assessment. Teachers should use their professional judgement as to when each type of assessment and marking is most efficient and effective.

Marking has 3 main purposes:

To MOTIVATE
-So students know we value their work

To MONITOR
-That students have understood the learning
-That students have completed tasks
-The presentation of work (PROUD policy)

To MAKE AN IMPACT
- To identify areas of strength and weakness in order to plan future lessons.
- To identify misconceptions, in which case additional support or guidance should be given.

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We expect all teachers to:
- Assess work regularly and give feedback. (This will vary according to the amount of curriculum time a subject has)
- Recognise students' efforts, then where appropriate, give advice about how to improve work, or extend understanding.
- Ensure that students act on this advice.

For further guidance for subject specific assessment, please refer to individual departmental assessment policies.

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### Feedback

1. Class work and homework should receive **appropriate written and verbal feedback**. **Misconceptions** must be tackled. The frequency of teacher assessment and feedback, both written and verbal, and the frequency of self and peer assessment must be appropriate for individual pupil needs in their different subjects. It is expected that all forms of assessment will be evident over time. (Sixth Form 'notes' are not expected to have written teacher feedback).

2. **Teacher written feedback** should always use the **WWW, EBI, IQ / task** technique (what went well, even better if, and targeted improvement question or task), be in a contrasting colour to green, e.g. **red/pink** and follow the marking for literacy protocol.
   (Teacher written feedback in the Sixth Form doesn't need to use the letters WWW, EBI explicitly, but should be formative).
   In **Maths**, pupils should be given a modelled answer as part of EBI.
   Frequency of written feedback should be appropriate for individual subjects and year groups.

3. **Literacy.** Whenever teacher written feedback is given, teachers should use professional judgement to identify the most important literacy errors in a piece of work. Literacy marking should always follow the protocol:
   - ✓ = correct, good idea, good use of language
   - sp = incorrect spelling. Circle or underline where the error has taken place, then:
     - write the correct spelling with sp x3 in the margin for the student to correct in green pen
     - OR indicate pupil should use a dictionary
   - p = punctuation error. Underline where the error has taken place.
   - // = a new paragraph is needed
   - ? = expression is unclear
   - e.g.? = provide an example / the point needs developing further
   - CL = capital letter error. Circle the omission

   Pupils should correct literacy errors using green pen, either next to the error or in the margin.

   **MFL** Additional Literacy Codes:
   T = tense    G = gender    AA = adjectival agreement    A = accent    WO = word order

4. **Pupil response to feedback**. Time should be given in lessons for pupils to **make improvements to their work**. Pupils should always make any improvements, including corrections, in **green pen**. This should take 2 forms:
   a. Corrections or improvements to their work in green pen, following **verbal** teacher feedback during the lesson
   b. Response to **written** teacher feedback in green pen

5. **Peer and self-assessed work** should be **teacher-guided** and written **in green**, with peer assessed work signed or initialled by the marker.
   There is no expectation for pupils to write WWW, EBI, IQ / task comments, or to respond to peer marking; the aim is for pupils to learn from evaluating another pupil's work.
   Self-assessed work should be corrected or have improvements evident **in green** (any colour in Sixth Form)

6. **Assessments or tests** to evaluate pupil performance against exam criteria or expected progress should be undertaken regularly (the frequency should be appropriate for individual pupils' needs in their different subjects). Authentic exam materials and mark schemes should be used where possible. Students must be made aware of how to improve their work to meet the next grade, or to meet/exceed expectant standards at KS3.

7. Pupils should not receive grades or marks out of ten for formatively assessed work or practice exam questions.

## Homework

- High quality, measurable homework should be set approximately every 4-6 lessons, with a minimum of once per half term for KS3 subjects with fortnightly lessons.
- Where completed in books, it should be headed 'Homework'.
- Homework should give opportunity to **extend** learning or to **revisit** and **practice** prior knowledge and it should always be possible to confirm that it has been completed.
- Show my Homework should be used to assist with the setting and monitoring of homework.
- If applicable, the school's homework calendar should be followed, with homework set on the applicable day on Show My Homework.

## Summative Assessment

- We use the term summative assessment when work is marked by the teacher in detail against clear criteria, and assigned a grade or equivalent. There will usually be 3 summative assessments per year (2 in year 11).
- Pupils should be given quality feedback following each assessment. This should include reference to what they have done well, and how they could improve.
- Pupils should be given an opportunity to make improvements to their assessed piece of work based upon the feedback they have been given. This should be clearly visible in green pen.
- The key assessment data will be collected in SIMs at published points in the school calendar; it is used to create Progress Reports which are sent to parents. This data is also used by school leaders for departmental and school analysis.

## Subject Leaders
- Key assessments should be routinely standardised and moderated by subject leaders for the purpose of accuracy and accountability.
- Assessment data will be reviewed by subject leaders following each summative assessment to identify any patterns which may require further action.
- Work in books will be monitored by subject leaders throughout the school year.

## Senior Leaders
- Senior leaders will routinely monitor application of the school marking and assessment policy as part of the lesson monitoring schedule.
- In addition to this, work scrutiny will take place throughout the year as part of departmental and whole school review procedures.

# Developmental Lesson Observation 2020

| Subject: | | Teacher: | | Pay Point: | |
|---|---|---|---|---|---|
| Date: | | Period: | | | |
| Group (including no. of pupils and any key groups): | | | | | |
| Observer: | | Joint Observation? | | | |

| T.S. | School Policy | Excellent Practice | Evaluation and Commentary | Areas to develop |
|---|---|---|---|---|
| 1. Set high expectations which inspire, motivate and challenge pupils | 1.1 Content of the lesson is suitably demanding, **appropriate to the age group, and does not lower expectations** | | | |
| | 1.2 Pupils are told, and understand, why they are learning this topic | | | |
| 2. Promote good progress and outcomes by pupils | 2.1 Presentation expectations are high (PROUD policy) | | | |
| | 2.2 Pupils make good progress | | | |
| 3. Demonstrate good subject and curriculum knowledge | 3.1 Curriculum plans followed closely | | | |
| | 3.2 **Subject expertise, knowledge and practical skills provide learning opportunities** across all aspects of the curriculum; (knowledge, skills, aspiration) | | | |
| | 3.3 Misconceptions identified and corrected | | | |
| | 3.4 Literacy developed (follows policy) | | | |
| 4. Plan and teach well-structured lessons | 4.1 **There is a logical sequence to the lesson:**<br>• Connect (support retrieval practice)<br>• Content (new knowledge and skill)<br>• Consolidate (highlight key learning**)** | | | |
| | 4.2 Dialogue supports learning (**good questioning skills)** | | | |
| | 4.3 **Good communication skills** and effective presentation of content | | | |
| 5. Adapt teaching to respond to the strengths and needs of all pupils | 5.1 Challenge for all (re. knowledge and skill development) | | | |
| | 5.2 Support as appropriate, (re. knowledge and skill development) | | | |
| | 5.3 Disadvantaged + SEND supported | | | |
| 6. Make accurate and productive use of assessment | 6.1 **Teacher gives explicit, detailed and constructive feedback in class** | | | |
| | 6.2 Pupils improve work in green pen | | | |
| 7. Manage behaviour effectively to ensure a good and safe learning environment | 7.1 **Teacher creates a supportive classroom focused on learning** (tidy room, 'bare' board wall) | | | |
| | 7.2 Pupils' **behaviour contributes to the focus on learning** (routine, behaviour policy, praise) | | | |
| 8. Fulfill wider professional responsibilities | 8.1 Support staff are deployed effectively | | | |
| | 8.2 Careers referred to if appropriate | | | |

**How should the agreed areas for development be actioned?** (linked to school priorities)

Signed (Teacher)                                                    Signed (Observer)

**Work Scrutiny 2020: Evaluating the Quality of Education** (3-4 books looked at in detail)

| | |
|---|---|
| **Name of teacher:** | |
| **Name of reviewer:** | |
| **Date:** | |
| **Focus** (e.g. Year group, PP, SEND, HIGHER ABILITY): | |

| Teaching standard | School Policy | Excellent Practice | Secure practice | Development required | Cause for Concern | Notes |
|---|---|---|---|---|---|---|
| 2. Promote good progress and outcomes by pupils | 2.1 Students are guided to present their work according to the PROUD policy (and books are free of graffiti) | | | | | |
| 3. Demonstrate good subject and curriculum knowledge | 3.1 Curriculum plans are followed closely | | | | | |
| | 3.2. Literacy is developed following policy | | | | | |
| 4. Plan and teach well-structured lessons | There is a logical sequence to lessons, following school policy: | | | | | |
| | 4.1 Connect (support retrieval practice) | | | | | |
| | 4.2 Content (new knowledge and skill) | | | | | |
| | 4.3 Consolidate (highlight key learning) | | | | | |
| | 4.4 Appropriate homework (in homework books) | | | | | |
| 5. Adapt teaching to respond to the strengths and needs of all pupils | 5.1 Challenge for all (re. knowledge and skill development) | | | | | |
| | 5.2 Support as appropriate (inc. SEND re. knowledge and skill development) | | | | | |
| 6. Make accurate and productive use of assessment | The marking policy is followed. Does marking/feedback: | | | | | |
| | 6.1 motivate (uses appropriate praise) | | | | | |
| | 6.2 monitor understanding (Identifies errors/misconceptions) | | | | | |
| | 6.3 show the student has responded to feedback in individual tasks. (Green pen improvements) | | | | | |
| | 6.4 make an impact over time (i.e. errors are not repeated, recent work is a higher standard) | | | | | |
| | 6.5 Teacher feedback uses WWW, EBI + EQ/T effectively when appropriate | | | | | |
| | 6.6 Tests are appropriate to the curriculum and used formatively | | | | | |

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| Where secure or excellent practice is shown, how will this be used to support the professional development of other teachers in the department/school? | |
| If development is required, what are the next steps? | |

| If there are causes for concern, is a support plan requested/recommended? | | Yes | No | Not Applicable |
|---|---|---|---|---|

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|---|---|
| Signed (Teacher) | Signed (Reviewer) |