



EDEN PARK
HIGH SCHOOL

LEARNING, TEACHING & ASSESSMENT POLICY

Date of Last Review: June 2017

Date of Next Review: May 2018

Responsibility: Mrs E. Codling

Advisory Body Signature:

Vision

The learning and teaching team will lead a culture where outstanding practice is championed, students are consistently challenged to reach new heights and lifelong learning is promoted. Student voice is strong as they develop independent learning skills and exceed expectations. Our students will be equipped with the skills and attributes they need to be leaders in the 21st Century. Our staff are well trained, collaborative, supported and accountable as they deliver the highest quality learning experiences in their lessons. Through exceptional planning, delivery, assessment and evaluation a creative and inspirational curriculum is provided for each and every learner. The learning journey for our students is aspirational, fun, personalised and enables them to be the best they can be.

Objectives:

- To ensure outstanding planning, delivery and assessment for each and every learner.
- The learning journey for our students must be aspirational, fun, personalised and enables them to the best they can be.
- Through having a shared approach to Learning, Teaching and Assessment at TRS it will improve the quality and consistency of learning across the school to help drive forward student outcomes.

Section 1: Securing outstanding Learning and Teaching through lesson delivery.

The Learning and Teaching non-negotiables must be present in every lesson to facilitate excellent learning for all students. Teachers embed:

- Challenging Learning Objectives, linked to Blooms Taxonomy, to direct learning and to map progress within and across lessons.
- Challenging classroom and home learning activities that inspire and engage all students.
 - o Challenge will be built through CCS (Content, Concept, Skills). Lessons should show challenge for all using the content, concept, skills framework or an alternative to be shown in both the lessons being taught and the schemes of learning.
 - o Home-learning activities should be set in accordance with the home-learning policy (see appendix).
- Differentiation by 'CATERing for all', including the more able, SEN and disadvantaged students. Differentiation to take place through the:
 - o Community – how will learners support themselves and their peers?

- Adult support – what specific role will teacher/TAs play in supporting the learning for all?
- Tasks – how will tasks be differentiated to meet the needs of all?
- Extension – what opportunities exist to raise the level of challenge?
- Resources – what resources will be needed to stretch/support the learning of all learners?
- Pre-Assessment for learning and consolidation of learning.
- Effective assessment to demonstrate progress towards desired learning outcomes and to inform feedback (see section 3).
- Written and verbal feedback from teacher and peers, ensuring that it results in the improvement of students' work (see section 3.2).
- A purposeful learning environment including learning boards, books, dictionaries, posters and key words.
- High expectations and constant student-teacher dialogue to ensure these are never faltered on.
- Success Criteria and Mark Schemes so that students know how to achieve and are motivated to do so.
- Literacy and Numeracy that is appropriate for the subject and key stage (see Literacy and Numeracy policies).

Section 2: Securing outstanding Learning and Teaching through lesson planning.

Teachers plan:

- To promote exceptional progress towards the end goal.
- Effectively as best experts in their subject area so they can set out what excellence is and how students can reach excellence.
- With unwavering high expectations.
- For the long term, consistently using the standardised school SOL framework (see appendix 1).
- Collaboratively in departments once every 2 weeks, to produce medium and short term lesson sequences.
- In the medium of their choosing however excellent planning needs to be evident in the resources used and the progress students are making. (TRS lesson plan available in appendix 2).
- Using a backwards planning approach.
 - Identify the desired result (Learning objectives).
 - Determine what will prove understanding (Clear success criteria).
 - Identify the students' starting points (Pre-assessment to ascertain prior knowledge).

- Plan the learning experiences to fill the gap between what the students already know and what they need to know.

Section 3: Securing outstanding Learning and Teaching through assessment.

3.1 Teachers will assess student learning and progress through:

- Effective pre-assessment strategies that will inform teachers of students' prior knowledge, understanding and skills in order to gain a starting point for each learner.
- Assessment for Learning (AfL) strategies throughout the course of a lesson.
- Formative assessment strategies, to reflect on student progress at appropriate times within a SOL. This assessment will inform any recovery strategies that need to take place for individual students.
- Student peer and self-assessment activities.
- Promoting the use of green pen during assessment activities to observe the progress students are making.
- Appropriate and exacting use of subject specific success/exam criteria.
- Summative assessments that take place once a term. All learning should be building to the point where a summative assessment takes place.
- All departments are required to internally moderate all summative assessments to ensure the data has the highest integrity.
- Departments will actively engage in external moderation of summative assessments every academic year. This includes both across trust and outside agencies. For example, lead practitioners in their subject / exam area visiting the school and providing feedback on the quality of the assessments and marking.
- Analysis of summative data that will inform all stakeholders on the progress each student is making. Based on this data appropriate recovery and further challenge strategies will be implemented.

3.2. Written feedback must:

- *'be meaningful, motivational and manageable'* (see Work load balance report).
- Provide targets on the next steps for learning in relation to success/exam criteria.
- Prompt student engagement with teacher targets/comments.
- Be followed by Dedicated Improvement Time (DIT) in which students can respond to teacher targets and improve their work. Students should complete their DIT in green pen.
- Promote 'Pride in Presentation'.
- Be provided on **at least** a 3 week cycle. However the more immediate the feedback, the more effective it is to the learning process.

Correct literacy (see codes below).

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LITERACY MARKING CODE

Code	Reason for literacy code	You must...
PIP	You have not taken pride in your presentation . Specific areas will be highlighted. Handwriting is not acceptable or not legible in parts – specific areas will be highlighted.	<ol style="list-style-type: none"> 1. Make sure that your exercise book/folder is as neat and legible at the beginning as it is at the end. 2. Underline all dates/titles, using a ruler. 3. Stick all loose sheets in. 4. Write in blue or black pen (not felt-tip) 5. Make sure that your handwriting can be read at all times, including under timed conditions. 6. If you, your teacher or your parents have a general handwriting concern or are concerned about your handwriting under timed conditions, make sure that you speak to your teacher about available support.
SPAG	Spelling error(s) will be highlighted. Grammar/punctuation error(s) will be highlighted.	<ol style="list-style-type: none"> 1. Check the correct spelling, punctuation and grammar of the error(s). 2. Under the heading, 'Literacy Corrections', write out the word(s) x 3. 3. Re-write the sentence with the correct spelling.
EXP	Your written expression does not make sense to the reader - specific words/phrases will be highlighted.	<ol style="list-style-type: none"> 1. Re-read the sentence(s) aloud. 2. Under the heading, 'Literacy Corrections,' re-write the sentence(s) so that it makes sense. 3. Always proof read your writing, to avoid future errors – reading sentences aloud can help.
TV	Vocabulary choice is limited, too informal or inappropriate. Specific words/phrases will be highlighted. More technical vocabulary should be inserted. The specific sentence(s) will be highlighted.	<ol style="list-style-type: none"> 1. See words/phrases highlighted. 2. Under the heading, 'Literacy Corrections,' re-write the sentence, replacing the informal or incorrect words/phrases/terminology with more appropriate words/phrases/terminology (Example: 'There are lots of things which...' could be re-written as 'There are many factors which...'). 3. Always proof read your writing and look for opportunities to level up your vocabulary and use subject specific vocabulary.

3.3 Planning for assessment will take place:

- Within Schemes of Learning on a short (AfL) to long term basis.
- Collaboratively to create formative and summative assessments including mark schemes and grade descriptors. Summative assessments must:
 - o Take place once a term.
 - o Be planned in a timely manner to provide accurate and reliable data to demonstrate student progress. This will also inform recovery strategies.
 - o Mirror the method used for summative assessment at key stage 4.
 - o Demonstrate a clear progression route for students across their 5 year learning journey.
 - o Have clear mark scheme with grade boundaries that are appropriate to the age group but show development to the final target grade.
- In order for it to inform future planning for outstanding learning.

Section 4: Monitoring and evaluation to secure outstanding Learning and Teaching.

- 4.1 HODs monitor and evaluate planning and delivery through:
 - o Formal lesson observations:
 - 2 appraisal observations per year and more if requested/appropriate
 - Verbal feedback to be given with 24 hours and written feedback to be provided within 5 working days using the lesson observation pro-forma (see appendix 3).
 - o Departmental learning walks on 3 weekly cycles, using the non-negotiables as the success criteria.
 - o Sharing best practice in department meetings.
 - o Work scrutiny quality assurance audits.
 - o Teach-meets to analyse progress data and implement appropriate strategies to improve progress.
 - o Developing subject 'best experts' who can train the department in subject pedagogy, exam courses and exam marking.
 - o Conducting student voice surveys across all year groups on Learning and Teaching within the department.

- 4.2 Line Managers monitor and evaluate planning and delivery through:
 - o Leadership learning walks on 3 weekly cycles, using the non-negotiables as the success criteria.
 - o Triangulation. This can be initiated at any point throughout the year but mostly after assessments where classes are identified as significantly underachieving. Line Managers work with HODs and Learning Team to analyse a range of metrics to identify reasons for underperformance and implement recovery strategies.
 - o Subject reviews. Line Managers to complete reviews on the subjects they line manage in conjunction with an HMI and Learning Team member.
 - o Line Management Meeting agenda items that discuss the impact of department collaborative planning time.

- 4.3 Learning Team ensure the highest standards are met by:
 - o Delivering the Learning from Lessons process. A voluntary programme for teachers wishing to engage in professional discussions based on 20-30 minute lesson visits. Teachers visit lessons in teams, have a follow up discussion on the quality of learning seen and then feedback to the observed teacher regarding the strengths and development areas evidenced.

- Completing joint observations with Heads of Department to standardise judgements.
- Leading subject reviews to complete ETALs (Evaluation of Teaching and Learning Profiles).
- Supporting under-performing staff through the training and deployment of Learning Mentors.
- Developing Learning and Teaching CPD to meet the specific needs of staff.
- Delivering the Outstanding Teaching Programme; an internal course where Education for the 21st Century has partnered with Greenwich University to create a years' programme to support the development of outstanding teachers across the trust. Teachers are invited to apply for a place on this programme which could result in 30 masters' credits on the completion of a 5000 word written report.
- Seeking external verification from HMI and EAs in processes such as the subject reviews.
- Moderating Schemes of Learning to ensure there is outstanding Learning and Teaching is planned for.

Effective monitoring and evaluating of assessment to take place through:

- An outward facing approach. Educational changes within subjects are mirrored within assessments.
- External moderation of summative assessment to ensure that students are assessed appropriately in line with external expectations.
- An effective system of external moderation to ensure data produced has integrity and to standardised data captured across departments.
- QA reps monitoring the quality of summative assessments including PPEs.
- Work scrutiny audits conducted by the Written Feedback QA Team and HODs, on a half termly basis to ensure standards for written feedback are being met across the school.
- Sharing of best practice at Written Feedback QA Team meetings once a term. Areas of concern also identified in order to develop action plans to support underperforming staff.
- Learning walks to see quality of formative assessment.
- Data analysis and triangulation (see section 4.2).
- Student voice.
- Presentations at cluster meetings and INSETs to guide and train staff on how to achieve effective, accurate assessment.
- SOL Quality Assurance audits.

Appendix 1: Scheme of Learning Framework

 The Ravensbourne School		Subject Year X – Title of SoL		
<p>Learning overview A summary provided on what the students will be learning in terms of knowledge, skills and attributes.</p> <p>How does student learning in this topic link to prior or future learning?</p>				
<p>Learning success criteria What will excellent/perfect look like? Every teacher and student must know what perfect looks like and how every student can get to this goal. Throughout the SoL reference must be made to this criteria.</p>				
Lesson no and title	Learning objectives	Learning activities	CATERING for all learners	Feedback and assessment Looking for proof that the students are progressing. (How does the teacher know? How does the student know?)
			Detail of CATER	
a. Pre-assessment		Pre-assessment to ascertain what the students already know to ensure the lessons are pitched at the correct level to challenge all.		Teachers collect in this work to gain feedback and plan their lessons accordingly.

 The Ravensbourne School		Subject Year X – Title of SoL		
		This might be a quick test in the previous lesson or an activity such as 'what do you already know about the different concepts on the sheet to do with climate change?'		
1. Title	One objective with differentiated blooms outcomes. Must relate to the above criteria (1-9). Students do not write this but this must be shown constantly throughout the lesson to help map the progress students are making.	<p>Hook/ fascinator</p> <p>Discussion of objectives and success criteria.</p> <p>Details on the phases of learning throughout the lesson.</p> <p>Every phase of learning must show how the teacher intends to promote and develop excellent standards of literacy and numeracy.</p> <p>Activities must show how they relate to the success criteria. Must also evidence how this is HARD for students. Highlight the challenge in green: Levelling up the concept/content/skill</p>	<p>R</p> <p>Alongside each activity there must be the ways in which the teacher is CATERING for all learners. Further challenge for high prior attainers must be evidenced here.</p> <p>For example: 3 sets of resources provided: article from daily mail, article from A-level journal, article created by teacher as a scaffold.</p> <p>T</p> <p>Different sets of questions; some have general comprehension others have analysis questions.</p>	<p>AfL and feedback activities alongside each phase of learning. There must be proof that all students are making excellent progress towards the desired outcomes. For example: Teacher led Q+A, self-marking against mark scheme</p>
Home work	Objective of this homework.	Learning and details of homework	How is there personalised?	How will you gain feedback of this?
9 and 10	Revision lessons	Specific, planned, challenging revision activities.	Continue provision for CATERING for all students	AfL and feedback activities alongside each revision activity.

Appendix 2: Learning plan pro-forma

		Lesson Plan Proforma		Lesson number <input style="width: 30px; height: 15px;" type="text"/>
Topic/Unit:		Teaching Grp:		Date:
Learning Objectives (blooms):		Success criteria (Levels 1-9 or A/A*): (What does excellence look like?)		Prior knowledge: (What do the students already know?)
Class information		How are these students <u>CATERed</u> for?		
PPG				
EAL				
SEN				
Ethnicity				
Gender				
Most able				
Learning activities (inc. time)		<u>CATERing</u> for all learners		Assessment for learning. Q1 How do you know they have made progress? Q2 How does the student know they have made progress?
Evaluation/Reflection:				

Appendix 3: Lesson observation pro-forma

Lesson Observation 2016-2017

Observer:

Date:

Lesson grade:

Teacher observed:	Subject & group:
Topic:	
Learning objective/s:	
Areas/non-negotiables of focus (if appropriate):	
Summary of progress & learning seen:	

Strengths of lesson:

Development areas to be discussed:

Teacher's reflection:

Teacher signature: _____ Date: _____

Observers signature: _____ Date: _____

Lesson observation support sheet:

Highlight those areas evidenced in lesson observation.

Outstanding (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.
- 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.
- 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.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- 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.
- 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 very well for work to come.
- 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. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- 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.

- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- 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.

Good (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.

- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Requires improvement (3)

- Teaching, learning and assessment are not yet good.

Inadequate (4)

Teaching, learning and assessment are likely to be inadequate if one or more of the following applies.

- Teaching is poorly planned.
- Weak assessment practice means that teaching fails to meet pupils' needs.
- Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.