Tring School

Learning & Teaching (including Assessment) Policy

Policy Date: December 2015

Issue No: 4

Approved by the Full Governing Body *(Student's, Learning & Community Committee)*

Date Approved: May 2017

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Note: This policy has been written in conjunction with the Teachers' Pay & Conditions Document

Attachments to the policy for are: Home Learning Policy

Learning and Teaching Policy (incl.Assessment)

1 Principles

At Tring School, we strive to place all learners at the heart of what we do; to provide the best teaching practice available, so that all of our students are equipped with the high level of skills they need in the 21st century and to create an ethos, in which high expectations help to foster high levels of student engagement and attainment. Above all, we strive to be a fully inclusive learning community, with learning and teaching at the core of what we do, and a community in which every child is focused upon very closely.

2 Aims
- To improve the effectiveness of our teaching by focusing on how students actively learn
- To provide a framework for the planning of effective lessons
- To put into place effective monitoring and evaluation procedures

3. The Principles of Learning and Teaching
The principles of learning and teaching at Tring School are to;
- Include all students in a culture of high expectations (no child left behind)
- Enrich the learning experience by enhancing the development of learning skills across the curriculum (personal, learning and thinking skills).
- Promote Assessment for Learning (making every child special).
- Constantly seek to further develop each teacher's range of teaching strategies and knowledge of how children learn (making learning worthwhile and enjoyable).

High quality teaching fosters high quality learning. It stems from effective lesson design whatever the age of the learner, their level of ability, or the subject or skill being learned.

High quality teaching results when teachers:
- **Focus and structure** their teaching so that students are clear about what is to be learned and how, and how it fits with what they know already
- Actively **engage** students in their learning so that they make their own meaning from it
- Develop systematically **students' learning skills** so that their learning becomes increasingly independent
- Use **Assessment for Learning** to help students to reflect on what they already know, reinforce the learning being developed, and set targets for the future
- Have **high expectations** of the effort that students should make and what they can achieve
- Make the learning motivating by **well-paced teaching** using stimulating and challenging activities

- Create an environment that promotes learning in a settled and **purposeful atmosphere**
- **Empower** students to take responsibility for their own learning
- Ensure that students and parents are aware of the student's standards of attainment, progress and learning needs at every stage of the school year.
- Provide regular, timetabled opportunities for discussion of each student's attainment, progress and attitude to learning.
- Provide effective monitoring systems for student intervention.
- Provide specific, relevant, measurable and appropriately challenging targets for students which will help them succeed.
- Ensure that the baseline data and attainment data is managed and used effectively and efficiently in the school, by students and at home.
- Use a range of effective strategies to assess, monitor and evaluate student progress.

Assessment Procedure - Appendix A

High quality learning reveals itself in the following ways:
- Students will make **visible progress** because of the good teaching they receive
- Students are **challenged** to think, and to draw upon (and develop) personal, learning and thinking skills to enhance, develop and embed, their understanding
- Students show **high levels of interest and engagement** and work purposefully
- Students have a **self-belief** in what they can achieve, and express high aspirations for themselves
- Students **can talk about what they are learning** and identify the next steps they need to take
- Students actively **assess their own work**
- Students take increasing **responsibility for their own learning** and progress towards independent learning;
- Students work in **a variety of contexts**, displaying a range of skills, including independent and interdependent working

Procedures for this policy

4 A Framework for High Quality Lessons
Sharing learning objectives with students –
- Share learning objectives at the beginning of the lesson and where appropriate, during the lesson in language that students can understand.
- Use learning objectives as the basis for questioning throughout the lesson, and feedback during plenaries
- Evaluate this feedback in relation to the achievement of the learning objectives to inform the next stages of planning

Helping students to know (through Scaffolding) and recognise the standards they are aiming for
- Draw upon students' prior knowledge
- Show students work that has met the criteria, with explanations why

- Provide students with clear success criteria and relate it to the learning objectives
- Model for students what it should look like. For example, exemplify good writing
- Actively engage students in a discussion about their learning and ways to further extend their understanding of a given topic or skill.

Involving students in peer and self assessment
- Provide opportunities during the lesson for students to talk about what they have learned, and what they have found difficult, using the learning objectives as a focus
- Provide opportunities for students to work/discuss together, focusing on how to improve
- Provide opportunities for students to explain the steps in their thinking
- Provide opportunities for students to reflect on their learning
- Identify with students the next steps in learning

Providing feedback
- Emphasise the value of oral feedback, as well as written feedback
- Engage students in a discussion about their level of attainment and how to further extend their understanding of a given topic or skill
- Ensure that feedback [Verbal and Written] is constructive, rather than simply positive, by identifying what the student has done well, what needs to be done to improve, and how to do it.
- Set meaningful targets

Promoting confidence that every student can achieve
- Provide opportunities to identify small steps to enable students to see their progress, thus building confidence and self-esteem
- Encourage students to explain their thinking and reasoning within a secure classroom ethos

Providing opportunities for reviewing and reflecting
- Choose appropriate tasks to provide quality assessment information (emphasis on process, not just the 'correct answer')
- Provide time for students to reflect on what they have learned and understood, and to identify where they are still having difficulties. The plenary is an obvious time for this to happen, but this might also occur at various stages within the lesson

Extending learning through homework
- There is an expectation, that all homework will be carefully planned and sufficiently varied, in order to fully promote a range of learning opportunities for all students
- Students should have a clear understanding of the learning objectives and how the homework fits into the sequence of learning
- Where appropriate, students should have a clear understanding of how the home learning will be assessed, and the assessment criteria

- Ultimately, home learning should be planned and set, to enable students to become both more independent in their approach to learning, and to encourage the development of their range of personal strategies for learning.

5. Monitoring and Evaluation of the Quality of Teaching & Learning

The following notes provide detailed guidance at departmental level for the monitoring of teaching and learning. This document links with the current School Quality Assurance Policy.

a) Accountabilities and responsibilities

Classroom Teachers

Classroom teachers are responsible for the progress of students in their classes and for self- evaluating their own professional development.
This is achieved by:
- Self-evaluation of their subject knowledge and understanding of educational initiatives
- Self-evaluation of the quality and effectiveness of their own teaching and a commitment to improving practice through appropriate CPD
- Monitoring student progress to ensure they achieve well against prior achievements and similar groups nationally
- Monitoring cohorts of students in keeping with school priorities. E.g. Pupil Premium (PP), Academically Most Able (AMA), Children Looked After (CLA)
- Self-evaluation of their contribution to the policies and aspirations of the school

Form Tutors

Form tutors are responsible for contributing to, and monitoring the wellbeing of, individual students in their tutor group and for providing support and advice to those students, both socially and academically.
This is achieved by:
- Monitoring academic progress and attitudes of individual students to learning through tracking
- Setting targets and guiding students on how to improve their Encouraging and developing the ability of students to evaluate and take responsibility for their own learning
- Monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform and attendance

Subject Leaders and line managers [LT]

Subject Leaders are responsible for leading and evaluating the quality of teaching within their teams; for evaluating standards of student achievements and for setting targets for improvement with the LT
This is achieved by:
- Evaluating lesson planning and teaching and using this analysis to identify and share effective practice.
- Ensuring curriculum coverage, continuity and progress of all students
- Establishing and implementing clear policies and practices for assessing, recording and reporting on student progress

- Analysing and interpreting data on students' performance; setting expectations and targets and implementing actions for the achievement of individual students and key groups (e.g. Pupil Premium, Children Looked After, Academically Most Able, gender groups, C/D students)
- Monitoring students' work (through regular work scrutiny) by sampling of homework, class work, student responses and attitudes in order to provide Quality Assurance measures.
- Observing teachers and giving constructive feedback.
- Evaluating progress of teaching and learning targets in DDP, in line with SDP

Heads of House

Heads of House are responsible for monitoring, evaluating and promoting the overall progress and 'wellbeing' of students in their Houses.

This is achieved by:
- Monitoring the progress and potential of the House through close analysis of targets and identifying and setting targets for specific students according to their needs. E.g. underachievement, attendance and punctuality
- Monitoring attitudes to learning through: interim reports, attendance, behaviour and homework and supporting staff and students in teaching and learning
- Monitoring the work of the tutors and the quality of Academic Tutoring time
- Rewarding student progress through celebration assemblies, letters home, cinema afternoons and meeting with students personally

Extended Leadership Team

The Extended Leadership Team sets priorities and targets for improvement at whole school level based on the evidence gained from monitoring procedures.

Monitoring and evaluation principally takes place through analysis of: lesson observations; autumn and spring examination reviews; quality assurance meetings/files and feedback from line management meetings.

a) Lesson Observation

A climate of mutual classroom observation is desired with all colleagues encouraged to observe other teachers and share good practice as often as possible.

Directors of Learning and other experienced members of staff are often willing to be observed by less experienced staff and departments use observation and coaching methods as valuable INSET.

All teaching staff will have 'drop-in' observations to gauge typicality. A regular Internal Review, following an Inspection framework will occur to formally observe the teaching. Using evidence from the outlines processes and examination performance a profile will be built up of each colleague. Excellent practice will be shared and support and training will be provided for areas of development identified.

A variety of lessons should be selected for the' drop-ins'.

Written and oral feedback is available from lesson 'drop-ins', should be provided as soon after the lesson as possible. There is opportunity for the member of staff observed to make verbal and written comments about the observation and feedback; the feedback itself should be conducted in the spirit of a 'coaching conversation', rather than an imposed judgement. Arrangements are in place with the Professional

Mentor for colleagues to be offered with CPD support where areas for development are agreed.

b) Autumn Examination Reviews
Each Department is line managed by a member of the Leadership Team. At the beginning of the Autumn/Spring term a formal meeting takes place between the Subject Leader, the Head teacher and their line manager, to review the previous year.
The wider aim of the meeting is to:
- Monitor the effectiveness of leadership and management of their curriculum area
- Identify areas of strength and development
- Analyse performance data and to set targets for the forthcoming year
- Ensure qualities of standards and verify judgements of subject leaders
- Provide advice and guidance

These meetings are followed up during the course of the year ~~with the Spring Review~~ to review and progress made towards agreed targets.

c) Quality Assurance process
All departments are now reviewed throughout the whole of the academic year.
The QA process is led by the Subject Leader, who reports back to their LT link ~~Director of Learning~~ following a pre-set agenda.
The aim of the review is to:
- Identify and share good practice
- Evaluate the quality of teaching in line with OFSTED criteria and set targets for improvement
- Track progress on teaching and Learning issues identified in the DDP
- Monitor and evaluate assessment for learning
- Standardise monitoring procedures including lessons observations and work scrutiny, through paired observations

This Policy will be reviewed every two years.

Tring School
Approved by Governing Body

December 2015
Reviewed May 2017

Appendix A - Assessment Procedures

• Baseline data, (such as end of Key Stage results, Fischer Family Trust, External tests, End of Year grades/levels and ALIS grades), is disseminated or made available to all staff in the Autumn term of each year.

• Key Stage 2 data is used to give an EP Grade for students in Key Stage 3 [Year 9 from September 2017 only]. This Grade can be moderated upwards by subject leaders and staff in order for it to be sufficiently challenging / aspirational. For students in Years 7 & 8 students are assigned a Threshold [starting point] from which progress is measured, mastering, Securing, Developing or Emerging. These are based on KS2 and CATS data. In KS4 FFT5 is used to calculate students EPG. In Key Stage 5 ALIS+ is used to set challenging / aspirational target grades.

• Every department has key assessments for each year group during the year which are used as evidence to reach judgments as to current attainment and feed into the calendared data collection points. These key assessments are marked to National Curriculum levels for Year 9 [September 2017 only] and for Years 7 & 8 they are marked against clearly defined subject specific criteria 'I can statements' using the mastery curriculum language of Mastering, securing, developing & emerging. In KS4 and 5 they are marked against ~~using sublevels or~~ GCSE / A level / BTEC grades. The ongoing assessment data is added to the baseline data by staff during the year in response to a published Assessment Calendar.

• The criteria for success in key assignments are shared overtly with students by means of student-friendly explanations of any national criteria such as National Curriculum levels or GCSE grades. These are not always displayed in students' books but are available to students in some format during lessons which are linked to assessment preparation – eg. can be on a laminated chart or stuck into books/displayed.
• Depending on the subject area, key words are displayed – and some may include attainment criteria, where appropriate.

• Relevant attainment criteria are shared with students before they begin key assessments – this is evident through planning and within SOL.

• Assessment criteria for each subject area are available to students and parents via the school website within each curriculum area. There is a specific page on the website for Assessment without Levels.

• At each data collection point subject teachers enter a Current Level [Yr9] and for Yr7 & 8 [September 2017] progress is assessed using Excellent, Good, expected or below expected in relation to their threshold [starting point], or Predicted Grade based on current work (KS4, KS5) and various 'Attitude to Learning' grades.

• Under the title 'Attitude to Learning', grades are recorded which reflect a student's performance against expectations for their **classwork, homework, organisation**

and behaviour.engagement in lessons, their **behaviour** in lessons, their completion of **homework** and their level of **organisation**.

Attitude to Learning grades are awarded from a 4 point scale:

1: Exceeds all expectations Exceeding expectations

2: Meeting all expectations

3: Meets some Requires improvement in order to meet expectations

4: Fails to meet Not meeting expectations

• The data is held centrally and is used in Trackers and Tutor Written Reports.

• Assessments are used to generate student specific learning targets /advice for students on how to improve which are used in the Trackers, Written Reports and Parents' Evening feedback. Tutors discuss areas for improvement with students following the publication of Trackers and Written Reports and identify areas of strength and those requiring improvement

• The data is compiled into an overview report of all subjects to use in internal and external Trackers and/or Written Reports which is analysed by SLs and LT to identify the progress against EP in Key Stage 3 & 4 and ALIS+ targets in Key Stage 5 for subject areas and specific cohorts of students. After a data collection a differentiated response is implemented.