



North Leamington
School

Teaching and Learning
Policy

MARCH 2015

Policy Name: Teaching and Learning Policy

Policy Details

Date of Policy: November 2014

Date of next Review: November 2015

Background:

The Teaching and Learning policy has three main elements; Teaching and Learning, Home learning, Assessment and Feedback which will all impact on teacher effectiveness over time. The policy has a set of principles for each area that will guide practice on a daily basis. Review processes inside school will focus on the extent to which policy is translated into practice. These principles will form the basis for how all staff work at NLS.

Roles and Responsibilities

Governors:

To understand the key principles of the policy and to ensure the effective implementation and monitoring of the policy.

Senior Leadership Team

- To provide appropriate support, training and resources for departments and individuals
- To monitor and evaluate the impact of the policy
- To modify and update the policy in the light of national developments and the changing needs of the school and the students
- Home Learning
- Assessment and feedback

Faculty Leaders, Subject Leaders and College Leaders:

- To be responsible for the coordination of long, medium and short term planning of Schemes of Learning, taking into consideration the aims and objectives of the policy
- To monitor and evaluate the impact of the policy at faculty, college and departmental level
- To provide appropriate support and challenge to team members through CPD and / or coaching
- Assessment and feedback

Assessment and Feedback Staff:

- To **consistently** act in line with the principles of the policy on a daily basis
- To implement this policy by ensuring that high quality learning experiences are planned for and provided on a daily basis
- To be responsible for planning, in conjunction with faculty and department teams

Assessment and Feedback All Staff:

- To be aware of the principles of the policy and how they can contribute to it

Students:

- To work positively within lessons to enable staff to implement the policy effectively
- To contribute to the development of the policy over time
- Home Learning

Those with parental responsibility:

- To support the policy of the school, in line with the Home School Agreement, by providing support at home, allowing the students to develop their learning effectively
- Home Learning

Teaching and Learning principles AND practice at NLS

The teaching and learning process at NLS should support our CORE principles.

We actively aim to develop a commitment to learning through high expectations and an aspirational approach. We will give students the skills that they need to be successful lifelong learners

Our approaches to teaching and learning will provide opportunities for all students to be successful and to learn in different ways as we strive to meet the needs of individuals

A climate of respect is integral to learning at NLS. There will be positive relationships between all groups with empathy and tolerance being promoted.

The ultimate aim of our approach to teaching and learning is for all of our students to achieve excellence in what they do. The concept of 'personal bests' ensures that we celebrate and reward the achievements of all.

Teaching and Learning

- Lessons actively involve students and show, over time, a variety of engaging learning activities which facilitate motivation and commitment to learning
- Lesson planning gives careful consideration to the appropriate balance between teacher led and learner led activities and is closely linked to schemes of learning (whole school framework)
- ICT is used well to support and enhance learning
- Clear and explicit learning interventions make the intended learning clear
- Success criteria are used to support and challenge all students and identify progress
- Strategies are used to ensure that learning begins quickly in lessons

- Planning should be informed by regular, accurate assessment and aspirational target grades / levels. This should be consistent with department policy

Marking should be focused and structured with effective verbal and written feedback that supports improved learning. Dedicated Improvement and Reflection Time (DIRT) is a feature of lessons over time and enables students to reflect, improve and ultimately show progression (see assessment section for further details)

- Assessing learning and early intervention (CARM) should be a regular feature throughout each lesson
- Lessons are well planned but flexible enough to respond to the emerging needs of all students and reflect the scheme of learning
- Staff are encouraged to innovate and take calculated risks in terms of approaches to learning and activities
- Questioning strategies and techniques are built into planning so that the quality of dialogue in lessons is of a high quality and enhances learning and progress
- All teachers seek to improve students' literacy skills with a particular focus on reading, writing and communication
- Teachers will enhance the teaching of Mathematics by developing it in a cross-curricular way where appropriate

Achievement and Standards

- Improving social mobility should be an aim of teaching and learning. The different needs of all groups and individuals should be met
- Stretching all learners to feel challenged to achieve better aspirational targets

Behaviour and Safety

- Teaching should aim to inspire a student's passion and enthusiasm for a subject and act as a catalyst for the love of lifelong learning
- Engagement, learning and progress should be the main considerations in terms of teaching and learning
- Appropriate learning behaviours are developed through lessons and rewarded. Learning skills (SBS) are explicitly integrated into lesson planning alongside employability skills
- Students should be given regular opportunities to develop resilience and resourcefulness. They should develop the ability to become 'unstuck' when they are 'stuck'
- A climate of dignity and respect should be developed which involves treating students as individuals and recognising their needs
- Groupings and seating plans are used effectively to enhance learning

Leadership and Management

- Teachers have consistently high expectations through appropriate stretch and challenge strategies of all students and actively seek to engage all students
- Students will know what they need to do to be successful and to make good progress based on clearly defined success criteria
- Students should be given opportunities to take responsibility for their own learning and also have an input into the learning process
- Other adults should be deployed effectively to support and challenge students

Home Learning principles at NLS

Home learning at NLS is an integral part of our teaching and learning approaches and will support our CORE principles. Home Learning activities should be meaningful and purposeful.

We are **Committed** to providing home learning activities that will develop not only the understanding of particular subject areas but also the Skills Beyond School (SBS) that all students require in order to be successful in their future lives within the world of employment and the community. It should be recognised that some students will need more support than others in terms of managing and planning their learning.

There will be a range of **Opportunities** for students to engage in home learning activities that will help the students to become more effective as independent and interdependent learners. There will be a variety of activities set which will allow the students to be creative in their thinking; encourage them to reflect on their learning and have a clear understanding of why the activities are set and how they complement their learning in school. For example subjects such as Mathematics and MFL may favour shorter and more regular activities, whereas subjects like English and Humanities may favour Extended Learning Projects (ELP's). The Learning Platform will support home learning. Home Learning activities will be embedded into Schemes of Learning (SOL) will enthuse and motivate students and support their learning. They will build **Respect** for individual subjects and enhance the depth of their understanding. Staff will respect, and reward the efforts of students. Feedback will be given to move learning on and to recognise and value the importance of Home Learning. A key aim of home learning is that it will allow every child to strive for, and achieve **Excellence**. The concept of 'personal bests' will be used to motivate, engage and reward students for their efforts. Home learning will be differentiated so that it appropriately stretches and challenges.

Assessment and feedback principles at NLS

In September 2015 a new assessment model will be implemented for Years 7, 8 and 9. This is to replace National Curriculum levels which no longer form part of the National Curriculum. The new model will be implemented for Year 7 in September 2015 and for Year 8 and Year 9 in subsequent years.

Assessment and feedback are key elements in our approach to teaching and learning and support our CORE principles in the following ways;

Assessment and feedback should seek to enhance engagement and a **Commitment** to learning. Students should be committed to improving their learning based on quality feedback and assessment.

There should be a range of **Opportunities** for students and teachers to be involved in the feedback process. For example, self-assessment, peer assessment and teacher assessment.

Protocols for assessment and feedback should have **Respect** at their heart. Care should be taken over the comments given and the manner in which they are given. This is particularly the case when students are involved in assessing the learning of their peers.

Excellence should be enhanced and rewarded through assessment and feedback. It should enable students to strive for their personal bests in an informed way.

Assessment **for** Learning is formative and should be distinguished from Assessment **of** Learning which is summative (i.e. it involves judging students' performance against national standards and describing students 'results' in terms of levels or grades. Both forms of assessment are widely used at NLS and should provide next steps for improvement. (refer to guidance below)

Assessment for learning is a regular feature of all lessons and uses the 'CARM' model – **C**heck progress, provide **A**ppropriate **R**esponse to help **M**ove learning on. The student records the letter I in their book / folder to indicate a teacher intervention.

We recognise the importance of written and verbal feedback. Constructive feedback before, during and after lessons is a very effective way of improving learning. Departments will use their professional judgements to ensure that written feedback is effective in terms of time and impact on learning. Assessment and marking should make a difference and should stretch and challenge all learners.

'Gold Standard' marking will be used to move learning on.

How often do we do gold standard marking?

There is a recognition that different subject areas will have different requirements but as a **minimum** we will be working to the following principles:

- **Gold Standard Marking to be completed every two weeks using FAR and DIRT time to allow students to progress their work**
- Gold Standard Marking will be formatively assessed learning that has been identified through planning
- These will be Gold Standard marked at identified assessment points i.e. as part of a progress check for extended learning projects, and a summative assessment at the end of the piece of work
- Planning allows for quality time for DIRT to take place
- Planning also provides time for improvements to be checked

What is 'Gold Standard' marking?

- A 'key' piece of work that is built into a Scheme of Learning and is closely linked to knowledge, skills, understanding being developed through the learning intentions shared with students
- The work is marked in **detail** against national criteria with personalised need in mind
- A National Curriculum grade or level is given
- The marking should follow the "FAR" Process (Feedback; Action; Response)

F- Feedback will include:

- A **positive** comment about something that was done well / or has improved
- A **specific** target (s) for improvement

A-Action will include:

- Clear '**next step**' advice re: **how** to improve further

R- Response- will include:

- DIRT is provided for students to respond to the next step advice

Marking for Literacy

MINIMUM EXPECTATION FOR MARKING LITERACY

- Capital Letters (for names of specific people and places and at the start of sentences)
- Full stops used appropriately
- Spellings of subject key words (and common high frequency word errors – e.g. 'there')

Students should respond to these corrections during DIRT.

Literacy should be marked in each Gold Standard piece of marking.

If the errors are common and repeated, they should be highlighted in a section of the work (e.g. a paragraph) and students find and correct other errors during their DIRT.

The quality assurance of this "minimum expectation" can be measured as follows:

There is consistency in marking for literacy [minimum expectation of capital letters and full stops (where needed) and key subject / high frequency spellings] for each Gold Standard piece of marking.	Literacy marking is responded to by the student, then acknowledged by the teacher (DIRT model).	A learning dialogue focused on literacy is taking place regularly between students and teachers and can be seen as a 'learning story' in books/folders.
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In order to raise standards in literacy all staff at NLS will use the following symbols and abbreviations when marking students' work.

Enhanced Literacy Marking of **a gold standard piece of work**, will identify some of the following at the beginning:

- **Punctuation errors**

Full stops – wrong place or missing

Capital letters – wrong place or missing

- **Spellings errors**

Homophones or the highest frequency words

- i.e. correct the spelling of 'because' **before** 'nevertheless'
- Use peer Assess/ Parental support – home learning

Please note: **Subject specific words should be corrected in all marked pieces of work.**

Through the use of **FAR** and **DIRT**, student improve the rest themselves

- ✓ You have made a good point – well done!
- // New paragraph needed
- pu Punctuation – error/missing *e.g. missing full stop*
- The meaning/sentence construction is unclear
- sp Spelling error – *circle error*
- Dev Develop this idea further
- O Organisation: improve your presentation

P.A Your work has been peer assessed

S.A You have self-assessed your own work

I Your teacher has intervened and given you verbal feedback on your work – *record this feedback in your book and make improvements based on the feedback.*

☺ This is a positive comment about your work

F Feedback

A Action

R Response

A fundamental paradox of marking is this: the students who need the most help and the most feedback, are those who are least able to engage with written comments in order to secure improvement; the students who need the least help are those best able to engage with written comments. Even with extensive written feedback, there is a need to explain it verbally to some students – otherwise they simply won't know what to do. Here, the marking is really just generating the key points for a discussion.

Verbal feedback has the unassailable strength of being instantaneous in comparison to the delay of written feedback. Regardless of what teaching and learning activities are being undertaken, verbal feedback is integral to learning and progression

It is crucial that students are actively engaging in the process of assessment and feedback. Progress is monitored continuously through a mixture of verbal and written feedback. For us to improve as a school the practice of giving high quality Dedicated Improvement and Reflection Time (DIRT) is crucial.

Responsibility becomes a shared one as students are provided with the time and the techniques to reflect on their learning and to improve it. There should be evidence over time of students responding to DIRT and making improvements in their learning. This is easier to see with written feedback and response. However, practical techniques should be used to indicate where verbal feedback has been given and, more importantly, been responded to.

What is important is that the level of marking and feedback contributes to an accurate picture of progress and therefore guides intervention. It is crucial that assessment is used to inform planning and that flexibility is used to adjust lessons based on assessment.

Every half-term, each student is given an attainment level or predicted grade alongside their Attitude to Learning (ATL) score. This is in relation to either; National Curriculum levels, GCSE, A Level or BTEC criteria. For GCSE, BTEC and A Level the grade should be a predicted grade; that is, the grade that you would expect the student to achieve at the end of the course if they continue to make the same rate of progress. This grade should be based on a mixture of summative and formative assessment. The different forms of assessment should involve; individual, peer and teacher assessment.

Grades will be given a split level, e.g.

C1 working consistently at Grade C could convert to B

C2 working mostly at Grade C

C3 working inconsistently at Grade C could drop to D

New Assessment Model for Years 7, 8 and 9

KS223 proformas (PiXL model) will be used as the assessment model for Years 7 to 9.

At the beginning of a unit of work teachers will use a baseline assessment to determine the elements in the proforma that the student cannot achieve or can already partially or confidently achieve (red, amber, green). The unit will then be taught: the assessment proforma will be used to help personalise the learning to match students' individual needs. At the end of the unit a summative assessment will

be used to determine the progress that has been made in each element. Students in Years 7 to 9 will have a target in each subject based on a flight path model. That is, the target they are aiming to achieve at the end of Year 11. The KS223 proforma will be used to judge if the student is on track to achieve their target. This will be reported as exceeding target; on target; not on track to meet target. Students consistently exceeding their target will move to a “steeper” flight path.

Other marking


- For Home Learning to be made important and valued it will be recognised by the teacher, Gold Standard Marked (where relevant) or engaged with / used to support future learning
- Notes and practice work will not be marked unless being used as part of the DIRT process
- AS / A level folders will be periodically checked and comments / feedback given (at least termly)

Quality Assurance

Quality Assurance will take place through the Key Stage Review process and will focus on:

- Quality of marking and feedback
- Consistency across books and across the team
- Is there evidence of FAR / DIRT / Peer and self-assessment/ Literacy marking and I (intervention by teacher)
- Where a departments practice is against the Excellence Model

Excellence Model



Excellence Model for Teaching & Learning

Learning, Creativity, Curiosity, Innovation

...believe and you will achieve

Assessment for Improvement			Stretch & Challenge for Improvement		
<p style="text-align: center; font-weight: bold; margin: 0;">ESTABLISH AND EMBED</p> <ul style="list-style-type: none"> There is consistency across the faculty regarding marking for improvement (marking policy schedule applied by all). Written and verbal targets are formative. Lessons are chunked, with each chunk reviewed, building towards the final reflection linked to learning outcomes (moved from column two) All marking is up to date and supports improvement and progress. Assessment is frequent, accurate and used to adapt teaching to meet individual student needs. Appropriate interventions are applied to ensure rapid and sustained progress. Dedicated time is always specifically and systematically planned for students and teachers to effectively check student understanding and assess what and how learning has progressed so far. A range of AFL strategies are deployed e.g. DIRT model, CARM model. Questioning is targeted to specific learners, usually employing the no-hands rule. Thinking time is consistently given by the teacher. 	<p style="text-align: center; font-weight: bold; margin: 0;">ENHANCE</p> <ul style="list-style-type: none"> Written feedback uses the 'Fair' model which is always responded to by the student, then acknowledged by the teacher (DIRT model). Lessons are chunked, with each chunk reviewed, building towards the final reflection linked to learning outcomes. Reviews are used to differentiate student progress and adjust activities accordingly during the lesson and in future lessons. Questioning is instrumental in assessing learning and appropriateness of teaching and is always probing, eliciting a deeper understanding. Questioning informs reshaping of tasks and explanations to improve learning. Differentiation by task is appropriately used. 	<p style="text-align: center; font-weight: bold; margin: 0;">ENRICH</p> <ul style="list-style-type: none"> A learning focused dialogue is taking place frequently between students and teachers and can be seen as a 'progress story' in books/folders. Teachers are coaches in the classroom so that students are effective, independent and interdependent learners. Students regularly ask probing questions and can accurately assess their own and other's progress with guidance from the teacher. A learning line is demonstrated to show the progress journey and is consistently evaluated at each stage. The five minute lesson plan is used as a tool for planning and the starting platform to strive for outstanding (or equivalent). An AFL strategy is applied frequently. Appropriate interventions are applied to ensure rapid and sustained progress. 	<p style="text-align: center; font-weight: bold; margin: 0;">ESTABLISH AND EMBED</p> <ul style="list-style-type: none"> Students make strong progress. Teachers direct well-differentiated learning activities which stretch and challenge. Teachers make students aware of high expectation for sharp progress. Teachers make students aware of skills-sets and higher order learning skills and how these can be developed. Teachers make students aware of links across subjects. Home Learning is set that extends and deepens knowledge, understanding and skills. 	<p style="text-align: center; font-weight: bold; margin: 0;">ENHANCE</p> <ul style="list-style-type: none"> Students make increasingly strong and consistent progress. Teachers offer personalised approaches to learning which stretch and challenge. Students are increasingly aspirational, motivated and inspired. Students begin to make sensitive and mature choices about their learning, focusing on higher order learning skills like synthesis and evaluation but ensuring a judicious balance of skill types are addressed. Students begin to independently identify links across subjects and between the formal and informal curriculums they experience. Home Learning is seen as an extension of the learning journey and a strategy to achieve good progress. 	<p style="text-align: center; font-weight: bold; margin: 0;">ENRICH</p> <ul style="list-style-type: none"> Students make rapid, deep and sustained progress. Students make co-constructive choices which stretch and challenge. Students have strategies at their disposal (and make use of these) to lead their own learning. Students keenly access opportunities to stretch and challenge themselves. Students independently make connections across the skills-sets, subjects and between the formal and informal curriculums they experience. Home Learning is targeted at individual needs and develops independence.
Engagement for Learning			Skills Beyond School		
<p style="text-align: center; font-weight: bold; margin: 0;">ESTABLISH AND EMBED</p> <ul style="list-style-type: none"> Teacher creates a positive climate for learning where students are interested and engaged, contributing positively to the lesson. Students' attitudes and behaviour towards learning and each other are positive through effective behaviour management strategies by the teacher. Relationships between teacher and students are positive and respectful. Students are fully equipped for all lessons. 	<p style="text-align: center; font-weight: bold; margin: 0;">ENHANCE</p> <ul style="list-style-type: none"> Written feedback uses the 'Fair' model which is always responded to by the student, then acknowledged by the teacher (DIRT model). Lessons are chunked, with each chunk reviewed, building towards the final reflection linked to learning outcomes. Reviews are used to differentiate student progress and adjust activities accordingly during the lesson and in future lessons. Questioning is instrumental in assessing learning and appropriateness of teaching and is always probing, eliciting a deeper understanding. Questioning informs reshaping of tasks and explanations to improve learning. Differentiation by task is appropriately used. 	<p style="text-align: center; font-weight: bold; margin: 0;">ENRICH</p> <ul style="list-style-type: none"> A learning focused dialogue is taking place frequently between students and teachers and can be seen as a 'progress story' in books/folders. Teachers are coaches in the classroom so that students are effective, independent and interdependent learners. Students regularly ask probing questions and can accurately assess their own and other's progress with guidance from the teacher. A learning line is demonstrated to show the progress journey and is consistently evaluated at each stage. The five minute lesson plan is used as a tool for planning and the starting platform to strive for outstanding (or equivalent). An AFL strategy is applied frequently. Appropriate interventions are applied to ensure rapid and sustained progress. 	<p style="text-align: center; font-weight: bold; margin: 0;">ESTABLISH AND EMBED</p> <ul style="list-style-type: none"> Students are aware of high expectation for sharp progress in literacy. Core literacy skills are embedded into all SOL (including reading skills and reading for pleasure, spelling, punctuation, grammar, handwriting and standard English). These are reflected within students written and oral outcomes. Teachers have a range of strategies to enable progress (clear keywords/literacy display/share spelling strategies for keywords/Literacy maps/writing Frames) and these are all regularly used. There is consistency across the faculty regarding marking for literacy (marking policy applied by all). 	<p style="text-align: center; font-weight: bold; margin: 0;">ENHANCE</p> <ul style="list-style-type: none"> Students are increasingly aspirational to develop their literacy. All core literacy skills are evident within SOL and a personalised approach is taken in lessons. This is a reflected within students outcomes. Teachers are confident to use a range of strategies to enable progress. Pupils begin to independently use these and actively seek them out to aid their learning. Literacy marking is responded to by the student, then acknowledged by the teacher (DIRT model). 	<p style="text-align: center; font-weight: bold; margin: 0;">ENRICH</p> <ul style="list-style-type: none"> Students take full responsibility for improving their literacy and to stretch and challenge themselves. They enjoy reading for pleasure. Students independently make connections across the skills-sets and subjects. Literacy within SOL enables rapid, deep and sustained progress of literacy through a fully personalised approach. Teachers are fully confident to use a range of strategies for the entire range of literacy skills to enable progress. Pupils actively and independently use these to support their learning and those of their peers. A learning focused dialogue is taking place regularly between students and teachers focused on literacy and can be seen as a 'learning story' in books/folders.
Literacy			Skills Beyond School		
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Approval and review

This Policy is reviewed in discussion with staff and governors.

Effective from: November 2014

Approved by:

Review date: November 2015

Review leader Joy Mitchell, Headteacher