



North Leamington School

TEACHING, LEARNING & ASSESSMENT POLICY

2020-21

Policy Name: Teaching, Learning & Assessment Policy

Policy Details

Date of Policy: September 2020

Date of next Review: September 2021

Background:

This policy offers an overview of the key principles and values shaping teaching, learning and assessment at North Leamington School.

In a wider, national context where there is an increasing sense that multiple approaches to students' classroom experience is valid, it remains important to define underlying principles and values in order to offer guidance and consistency.

At NLS principles and priorities will be regularly reviewed according to emerging need and changing contexts, while practice will be assured through a rigorous Quality Assurance process.

Commitment:

Through our Skills Beyond School (SBS) focus and in the wider delivery of the curriculum, we promote in all our students a commitment to their learning and to achieving success. We are acutely aware that commitment to daily classroom learning is vital for achieving success and excellence; and that this commitment comes about not only through the development of specific whole-school skills sets such as SBS or through the wider curriculum provision, but it is outstanding teaching & learning provision on a day-to-day, lesson-by-lesson basis which most effectively generates a passion for learning in students. We also believe that 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. This, in turn, perpetuates commitment to securing the best outcomes. This commitment to learning is seen not only in the classroom but also in the wider context of learning, beyond the more formal experiences offered to our students.

NLS is also committed to promoting CPD for all colleagues within the school, ensuring it is appropriate and personalised, while guaranteeing that the progress, attainment and development of the students are at the heart of all we do.

Opportunity:

Opportunity to experience regular outstanding teaching and learning alongside a variety of regular assessment/ feedback opportunities (e.g. self-assessment, peer assessment and teacher assessment) is crucial to all students' success. This is complemented by a diverse, sequential and progressive curriculum provision designed to meet the personalised needs of the individual as well as that of the group. It is further enhanced by key teaching and learning strategies such as Metacognition. We aspire for ever-greater levels of opportunity for our students to drive their own learning and become self-regulating learners. Student Voice is also geared towards students having the opportunity to lead their own learning.

In terms of opportunities for staff, NLS will provide a wide range of CPD opportunities for all; enhancing professional knowledge and skills. The CPD leader will provide up to date details of the range of CPD opportunities available and be responsible for communicating relevant opportunities to appropriate staff.

Respect:

We believe that students who are actively engaged in the teaching and learning process will respect their own learning and that of others. The basic premise is that a learner who has been well-catered for with quality, personalised provision will respond with a positive attitude towards their own learning. We feel that respect is something which should form part of the *content* of daily teaching and learning. As such, opportunities to develop an understanding, tolerance and respect of others is

key to our curricula: it is deeply embedded in our VT Curriculum and opportunities such as those related to International School status are a regular feature of cross-curricular student experience. We respect differences in our students and their personal experiences. We also ensure that protocols for assessment and feedback have respect at their heart; feedback should be relevant and personalised and care should be taken over the comments given (and this is particularly the case when students are involved in assessing the learning of their peers).

In terms of CPD, all staff involved in the school community shall have an entitlement to equality of access to high quality induction and ongoing personalised support and development.

Excellence:

With the above in mind, we believe that we will continue to achieve excellence as a school. We consider excellence in terms of personalised progress: we are dedicated to diminishing differences through *“Stretch & Challenge for All”* and *“Everyone mattering equally”*. We drive personal growth through developing self-regulating learners and asking students to ‘Think Hard’ within their learning, ensuring that teachers plan adequate challenge, as well as appropriate support for those that need it. We also believe that excellence is enhanced and rewarded through assessment and feedback as quality feedback enables students to strive for their personal bests in an informed and supported way.

NLS strives for excellence for staff as well as students. High quality professional development focuses on improving students’ learning to ensure outstanding outcomes for all, and developing outstanding teachers and leaders. This is an integral part of our school culture that promotes high levels of learning for both students and staff

1. **Intended Outcomes**

NLS's Teaching, Learning & Assessment policy exists in order to shape the learning of all students. It is underpinned by the school CORE values and vision:

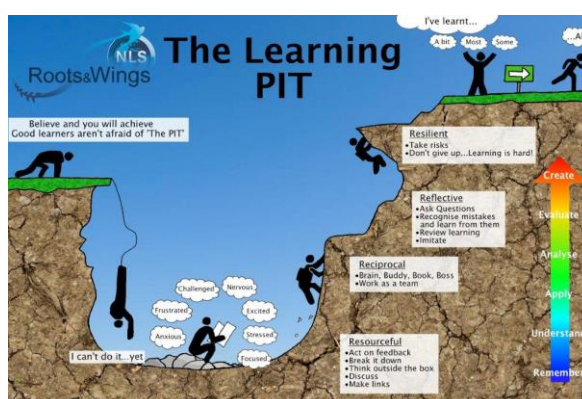
*Our ambition is an ever-improving learning environment that offers **opportunities** to enthuse engage and enrich the experiences of all its community. We will continue to instil a **commitment** to growth in a positive, dynamic and **respectful** environment that expects and supports personal **excellence** in the context of **"everyone mattering equally"**.*

2. **Strategic Principles**

Outstanding Teaching and Learning:

Specific practices in the classroom should be characterised by flexibility and personalisation but there are key hallmarks or teaching & learning principles that should guide and shape provision so that there is an element of consistency in practice, including:

1. A recognition of the **specific needs of the individual** as well as the group, so that personalisation (through strategies such as the **6Ps; Pull, Push, Praise, Personalise, Prioritise, Place**) allows all students to make optimal progress
2. Clear attention to the concept of **Support, Stretch & Challenge for All**
3. The development of **self-regulating learners** through **Metacognition/ SBS development**
4. The use of strategies such as **'Thinking hard'** and the **'Learning Pit'** metaphor – in which students deploy skills, knowledge and other personal qualities in order to address the learning challenges they experience



5. A commitment to ongoing assessment through **effective feedback strategies**
6. Attention to the **Diagnose-Therapy-Test (DTT)** learning cycle linked closely to **Personal Learning Checklists (PLCs)**
7. Provision for other whole-school foci such as **Literacy, Numeracy** and **ICT across the curriculum**
8. The gaining of greater **knowledge** and the ability to apply this knowledge (**skills**)
9. The use of **Inter-leaving** and whole school **revision strategies** (such as Knowledge Organisers) as a way of consolidating and securing knowledge.
10. The use of **Home Learning** to consolidate, deepen, extend and retain learning.

While we believe that *"Everyone Matters Equally"*, we understand that to ensure an equality of opportunity we need to have strategic priorities to support vulnerable learners. To this end, we have an ongoing focus on Key Groups including: **SEND students, disadvantaged students and boys.**

Literacy

We aim to build a proactive culture of identifying literacy issues upon entering Year 7 and working with students to improve their literacy skills. By intervening in the earlier years in school, the aim is to prevent literacy intervention being required in Years 10 and 11. We want to ensure that all teachers are teachers of literacy. We want to promote a culture of reading for pleasure across the school. Our key aims are:

- To ensure that all teachers are supported through CPD in embedding the active teaching of literacy (active reading, supported writing, oracy and key words including spellings) in their lessons
- To ensure that all teachers are consistently marking for literacy
- That reading for pleasure is improving across the school
- To support students in becoming confident and articulate in speaking through developing opportunities for oracy in and out of the classroom
- To contribute to securing better outcomes for our key groups
- To significantly reduce the number of students in school with a reading age of below 11
- To secure significant improvements in reading ages for all Year 7s and across all key groups
- To improve confidence levels of our weakest readers in Years 8 and 9

Literacy will be driven by a dedicated coordinator who will work in collaboration with the leadership teams across the school.

Numeracy

We aim to build a proactive culture with students receiving clear and consistent methods for key numerical ideas, starting from Year 7 and embedding and reinforcing these key skills in Mathematics and other subjects where these skills feature. We aim to promote a culture where students can identify that the skills they are using in Maths are the same skills they use in other subjects, with different subjects providing the context.

We want to ensure that opportunities for numeracy and numeracy skills are fully utilised across the curriculum and enrichment activities. Our key aims are:

- To develop increased opportunities for students to engage in Numeracy activities through extra-curricular activities (for example, developing knowledge of 'Finance' through ACD)
- To embed Numeracy (through the use of consistent methods) through other subjects – ensuring consistency of delivery for students, opportunities for using numerical skills in different contexts, and improving students' awareness of the relevance of numeracy through other subjects.

Numeracy will be driven by a dedicated coordinator who will work in collaboration with the leadership teams across the school.

ICT across the Curriculum

ICT across the Curriculum is a whole school commitment dedicated to ensuring that modern technologies are best-utilized to deliver high quality wave one Teaching and Learning. ICT should be used so that learning in the classroom is as engaging as possible and meets the student-centred needs of 21st Century Learners. Innovations and quality assurance will be driven by a dedicated coordinator who will work in collaboration with leadership teams across the school.

Feedback

All students will be set aspirational targets that challenge them to be the best they can. Students will have periodic assessments in all subjects that assess if they are on track to reach these targets. Assessments will be standardised across all students in that cohort and moderated within departments to ensure assessments are graded consistently throughout the department and are used appropriately to make professional predictions in each data cycle.

Appendix I NLS Guide to Assessment and Reporting 2020-21

Feedback should serve the following purposes:

- to advance student outcomes and progress
- to check and assess student's responses to learning tasks
- to inform the teacher and the student what they need to do next to progress
- to close the gap in student learning from where they are to where they need to be
- to provide the teacher with an evaluation of *their impact* on student learning

"*Responsive teaching*" is encouraged, within the context of departmental planning. Teachers should adjust their planning/ delivery as necessary and are trusted to incorporate the outcomes of assessment into subsequent planning and teaching. Feedback should be used to help to motivate students to progress and should be adjusted to support the different level of needs of students. Teachers need to ensure their students know the answer to the following two questions:

- *What am I doing well in this subject?*
- *What do I need to do to improve my work in this subject?*

If students can answer these questions accurately and articulate subject-specific knowledge, they are receiving effective feedback. The teacher should also know what a student is doing well in and what they need to do to improve.

To achieve consistency of practice and standards across the school we have the following Whole School non-negotiables:

- **Regular** use of FAR is used to move learning on during a scheme of learning (referenced in department planning documentation).
- Post FAR feedback, **specific, dedicated DIRT time** is given to allow a quality student response (this should be referenced in department planning).
- in line with departmental planning, formal, moderated assessments which include an element of interleaving must inform data entry.
- Data entry should be a **predicted** grade informed by **on-going assessment**.
- Vulnerable learners should be **prioritised** when assessing/ giving feedback.
- Gaps in learning through absence or lack of understanding must be **addressed as quickly as possible** – personalised strategies should be in place for catch-up.

All relevant assessment and feedback will be built into departmental planning. Feedback is quality assured through the whole school QA process.

Home Learning:

Home Learning should provide opportunities outside the classroom to:

- Apply learning to consolidate and extend
- Research that either prepares for flipped learning or deepens learning
- Develop self-regulated learners through development of revision skills and knowledge acquisition so that learners move from surface to deep learning
- Develop organisation and proactive learning behaviours

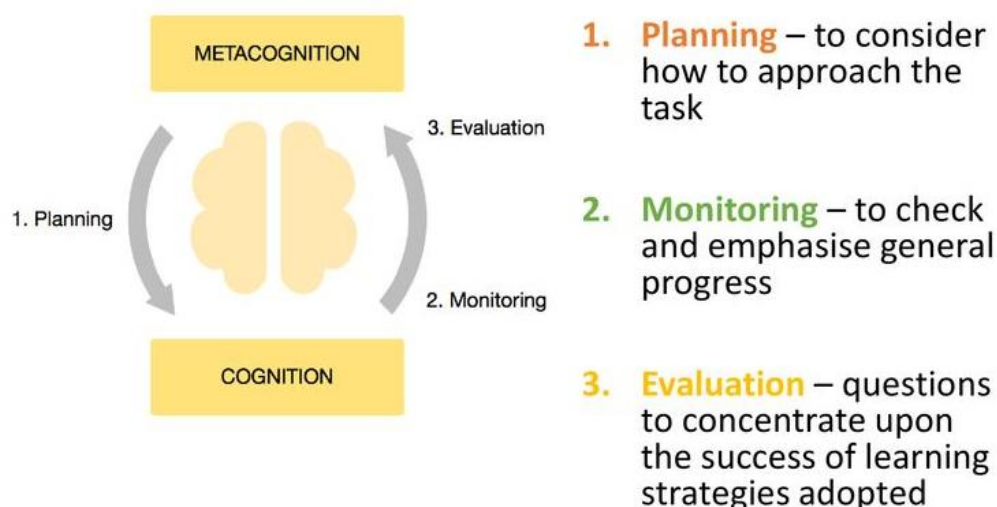
The provision of Home Learning opportunities will differ between subjects and courses, however it:

- Must be pro-actively engaged with post completion
- Must be frequent and regular, in line with medium term plans
- Must be relevant to the learning in the classroom or interleaving

Home Learning will be communicated to parents in years 7-11 through doddle, as well as students being encouraged to record this in their own planners. Home Learning will be written into departmental planning and will be Quality Assured through the whole school QA process.

Metacognition

Metacognition is a Teaching and Learning strategy which is used to help students become more aware of their own learning and to develop the ability to be self-regulating learners. The theory of Metacognition is that students need to be taught how to a) plan their learning, b) monitor their progress and c) evaluate the success of their learning/ identify opportunities to improve their learning.



Metacognition should feature in all lessons so that students develop the ability to utilise these skills and the ability to regulate and shape their own learning. Metacognition can also be used to help students re-visit prior learning through revision activities; *planning* their revision to focus on their areas of development; *monitoring* their retention of knowledge and; evaluating the success of their chosen revision/ learning strategies.

Metacognition is driven by a member of the Teaching and Learning team who works in collaboration with the leadership teams across the school to continue to develop practice across the school. Metacognition is Quality Assured through the whole school Lesson Visit and Deep Dive QA processes.

Continued Professional Development to support Teaching and Learning:

NLS will work with a range of outside partners to ensure that we offer a range of CPD opportunities for our staff and community. Colleagues will take ownership of their own development, aspire to excellence and have a readiness to challenge their own practice, when evidence shows there are areas for development.

Effective professional development for teachers is a core part of securing effective Teaching and Learning. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for teachers to support one another to develop so that pupils benefit from the highest quality teaching. The thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom.

(Ref: DfE Standard for teachers' professional development, July 2016)

Our Aims:

We identify key priorities for Teaching and Learning on an annual basis and these are embedded into the School Improvement Plan (SIP). CPD is then used to support the achievement of these key priorities on a whole school level.

Continued Professional Development will:

- be bespoke and personalised to the needs of NLS staff, students and community
- provide effective auditing and identification of needs
- challenge and support
- be inclusive
- support risk taking, excite and motivate, cut new ground
- be research-based
- involve opportunities for individual and collaborative learning
- involve peer support and coaching
- enhance career progression
- be linked to the appraisal system
- be linked to whole school Teaching and Learning priorities
- bring about improvement and make a difference to student development
- have its impact monitored and be evaluated

The individual member of staff will:

- actively seek out and make the most of professional development opportunities available in order to help make sure that students receive the best and most appropriate learning experience possible
- reflect on their own practice to determine strengths and areas for development
- actively take steps to develop both strengths and areas for development
- take part in opportunities to share strengths, learn from colleagues and support colleagues in achieving professional standards
- use CPD to enhance appraisal systems and personal performance.

The school will provide:

- leadership of professional development by a senior member of staff
- induction procedures for all staff new to NLS
- close links between appraisal procedures, the identification of professional development needs and how those needs are to be met
- planned arrangements for CPD which reflect the school's and individual's needs
- a wide range of school-based, local and national opportunities for professional development
- clear identification of planned staff development activities (annual CPD booklet)

- opportunities for staff to seek accreditation for their professional development linked to school priorities (where applicable)
- effective means of disseminating professional learning to those staff for whom this is appropriate
- robust quality assurance to monitor the quality of provision
- evaluation of the impact of CPD activities on standards and the quality of Teaching and Learning, including presenting to governors
- an annual review of CPD by the Senior Leadership Team (SLT), ensuring the best value for money
- a CPD budget in order to support the development of the whole staff; where possible individual subject training should be taken from subject capitation but supported with the CPD budget
- support for colleagues in terms of attending relevant external CPD/ courses, which will sustain them in meeting the whole school objectives and/or individual appraisal objectives
- bespoke CPD and development opportunities for support staff, linked to annual appraisal objectives.

The CPD Programme:

The CPD programme is closely linked to the Teaching, Learning and Assessment Policy and combines:

- Core CPD sessions (6 twilight session per year)
- Professional Learning Days (3 per year)
- Directed time for staff to engage in educational research and literature
- Bespoke pathways suited to the needs of individual members of staff (4 sessions per year)
- Mentoring and bespoke CPD pathways for ITTs, NQTs and RQTs
- Coaching for individual members of staff, as required

Monitoring of CPD:

CPD will be reviewed/ discussed at governing body meetings and reported on annually.

CPD will be reviewed/ evaluated in the following ways:

- Electronic evaluation forms will be issued to attendees following each CPD session and responses collated. This will provide immediate feedback and identify possible needs for staff and next steps, as well as suggestions for future whole staff CPD foci
- Discussions with colleagues
- Impact on Teaching and Learning, through the Quality Assurance framework and teachers overall profile over time
- Quality standards will be used to underpin good practice (National Professional Development standards 2016)

Roles and Responsibilities:

Governors:

To understand the key principles, values, vision and associated ideas which underpin the provision of Teaching, Learning & Assessment and to use this understanding (as well as outcome and projected data) to support, monitor and challenge staff as well as students or groups of students.

Senior Leadership Team:

- To be proactive in reviewing and shaping principle, values and vision for Teaching, Learning & Assessment
- To ensure that Teaching, Learning & Assessment policy coordinates and integrates with other policies
- To provide whole-school support, training and intervention as appropriate
- To communicate clearly issues such as changing need and outcomes of provision

College, Faculty and Subject Leaders:

- To work collegiately in the formulation of long, medium and short term plans which take account of policy and which support all stakeholders in effective provision
- To monitor impact and, in concert with SLT and Governors, respond to emerging need
- To provide support, training and intervention as appropriate
- To ensure that the Teaching, Learning & Assessment policy is integrated into provision alongside other relevant policies
- To create a consistency of approach within individual teams and across subject/faculty areas

Teaching and Learning Team:

The Teaching & Learning team work alongside SLT to:

- review and shape principle, values and vision for Teaching, Learning & Assessment
- provide whole-school support, training and intervention (such as coaching for individuals or deep support subjects) as appropriate
- support staff in applying policy into practice through modelling, the use of exemplars and facilitating CPD
- facilitate sharing best practice opportunities for staff/ departments
- work with external organisations to share best practice

Teaching and Support Staff:

To use the principles of this policy to achieve the best possible Teaching and Learning for students, ensuring the highest progress and attainment.

Students:

To make the most of the opportunities afforded to them and their peers, taking into account their own needs and personal qualities and attributes but also that of the group.

Parents and Carers:

To support the policy of the school, in line with the Home-School Agreement.

Links to associated documents

As indicated throughout this policy, this document needs to be read in conjunction with other documents. These other documents include but are not limited to:

- Pupil Premium Policy
- Engagement for Learning Policy
- Curriculum Policy
- SEND Policy
- Rewards Policy
- The World Class Basics (including for books)
- Exams Policy
- NEA Policy

This document should be read especially in light of the school's Child Protection Policy

Date of Review: September 2021