



CHAILEY SCHOOL

Teaching, Learning and Assessment Policy

Date Policy Amended:

November 2016

Date of Governing Body's Approval:

14th December 2016

Chair of Governors:

A handwritten signature in black ink, appearing to read "J. Smith", with a horizontal line underneath.

Headteacher:

A handwritten signature in black ink, appearing to read "Helen Key", with a horizontal line underneath.

Date Due for full Review:

December 2017

TEACHING, LEARNING AND ASSESSMENT POLICY

This is the most important of all school policies. It reminds us of the reasons for the existence of the school and the criteria by which we are judged. It is focused on the needs of students. The success of Chailey School relies on the high quality of the teaching and non-teaching staff and the importance placed by the school on teaching, learning and assessment. We are committed to enabling students of all abilities to succeed.

Key learning principles

Chailey School's approach to teaching, learning and assessment is shaped by a set of principles:

- There is no known ceiling to achievement – intelligence can be developed
- Each student must know what to do in order to improve and how to do it. Formative assessment plays an important role in this. High expectations are also very important but, on their own, are not enough
- Consistency of experience is fundamental. We are a team and consistency makes us greater than the sum of our parts
- Every student has the right to be successful and the ability to achieve
- Our job is to create learning, not merely process and record what we find.

Planning, implementing and supporting the best teaching and learning

In order to ensure that these key learning principles are recognised and supported and that our students receive the best quality of teaching and learning, make the greatest progress, and achieve at the highest levels possible for each individual, we follow a set of core elements in our approach to our practice in the classroom and beyond:

1. Students should be taught how to learn and how to reflect on their learning; formative assessment supports this
2. Learning objectives must be shared and reviewed
3. Clear structured lessons promote learning
4. Lessons should engage the students, provide challenge for them, and ensure progress in the subject being taught; activities in those lessons should therefore be varied, purposeful and appropriate to meet the needs of all students, providing suitable differentiation for the most able, least able and those with SEND; a creative approach to teaching and learning is encouraged
5. All staff must create and maintain a purposeful learning environment
6. Achievement must be recognised and rewarded; praise, and promoting a positive mindset, is central to the way in which we operate in class
7. Underachievement must be challenged, not processed

Further detail and guidance on the procedure and practice of how to implement and support this approach is to be found in the appendices to this document of policy. These appendices are divided into four sections:

1. Teaching and Learning
2. Assessment, recording and reporting
3. Inclusion
4. Supporting Learning

Managing and monitoring teaching and learning

As the quality of teaching and learning is central to the core business of the school, the systems in place must support and encourage the highest quality provision. Systems which are overly bureaucratic or interfere with students' learning and teachers' teaching are unhelpful and risk a culture which focuses on prescription and interference, overlooking the professionalism, expertise, talents, creativity and commitment of the staff team. Unnecessary checking and monitoring undermines trust and confidence – both of which are central to successful and high quality learning and teaching. Therefore, the QA systems at Chailey have three key aims in relation to learning and teaching: **support, recognition** and the **further development of teaching and learning**.

1. Quality Assurance Cycle

Over the course of an academic year, there are a number of planned activities: analysis of results and ongoing progress; year group reviews; governor visits; SLT/FTL meetings; performance appraisal; lesson observations and lesson drop-ins. These all serve to support teachers in developing their skills and knowledge and also to recognise both their success and the success of their students. There is a clear timetable for this cycle and this serves as a diary of events for reference throughout the year, bringing together from the main school calendar all the QA activities.

2. Learning Walks

It is an expectation of those who have a post as a senior and middle leader in the school that they know what is going on in lessons and faculties. Leaders are expected to lead and to make decisions for development based on evidence. At Chailey School this development work is facilitated via Learning Walks. A clear framework for these Learning Walks is followed (see Staff Annual Supplement for details), and involves SLT, FTLs, KSDs and year group reviews.

3. 'Drop-ins'

Short visits to classes across subjects and year groups is a key requirement of senior and middle leaders if they are to effectively and proactively discharge their responsibilities in supporting learning and recognising success. These 'drop ins' are not formally scheduled and will be undertaken by **the Headteacher, SLT, Key Stage Directors and Faculty Team Leaders** as a regular part of their leadership work. They are best described as visits to support the 'classroom climate' and staff whose lessons are visited for 10 minutes or more may receive a short feedback form (copied to the appropriate FTL) which recognises strengths and highlights any areas for development should the latter prove necessary.

On a broader level, the development of teaching, learning and assessment (and focused aspects of those) provide the central focus of the school's CPD programme.

APPENDICES: TEACHING, LEARNING AND ASSESSMENT IN PRACTICE

Section 1: Learning and Teaching

1. Students should be taught how to learn and how to reflect on their learning; formative assessment supports this (see section 2 for more on this)

It is important that we teach students how to be reflective, and to 'learn to learn', so that they become independent learners and develop skills for life-long learning. To support this, it must be made explicit to students what they need to do to be successful in their learning. This could include:

- Discussions with students about their learning
- Explanation (by teacher, between students, by students to whole group)
- Scaffolding (writing frames, sentence starters)
- Demonstration (sharing students' work, working through examples using teacher modelling, guided writing and reading, sharing planning and demonstrations)
- Guided Learning sessions focusing on a key learning objective
- Developing effective study skills (e.g. revision techniques, recording notes, summarising)
- Formative feedback and target-setting on how to improve

2. Learning objectives must be shared and reviewed

If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing objectives allows students to engage with the process of learning.

- i. Teachers must make the learning objectives/questions/expected outcomes explicit to all students. This will usually happen at the beginning of the lesson but could happen at other stages in the lesson. This can be done in a variety of ways.
 - Written or projected onto the board
 - Orally
 - Written by students in their books
 - Printed on handouts
- ii. These objectives must be revisited throughout and at the end of the lesson. This can be done in a variety of ways:
 - Students review their learning against the lesson objectives
 - Teacher questions with differentiation by questioning
 - Students record two key points (individually or in pairs)
 - Teacher recaps
 - Self and peer assessment

3. Clearly structured lessons promote learning

- i. Lessons must have a clear start. This will include starter activities such as 'thought-showers', demonstrations as well as a review/recap of previous learning.
- ii. The setting of homework should normally take place in the first part of the lesson and be revisited at the end of the lesson. Setting homework at the end of the lesson discriminates against students with learning difficulties.
- iii. Lessons must have a clear finish which may include a review of learning objectives (see above) but may, also, include quick fire questioning to correct misapprehensions and a preview of the next lesson.
- iv. Beginnings and endings of lessons should contextualize the learning, and give the 'big picture'

4. Lessons should engage the students, provide challenge for them, and ensure progress in the subject being taught; activities in those lessons should therefore be varied, purposeful and appropriate to meet the needs of all students, providing suitable differentiation for the most able, least able and those with SEND; a creative approach is encouraged.

Students learn in different ways. Recognising this and planning for it provides stimulus and is inclusive.

- i. A range of teacher-led and student-centred activities should be used to engage the students and provide consistent and appropriate challenge for them
- ii. Teachers must use a range of teaching strategies to take account of learning needs of all students, including teaching for the range of learning styles in each class
- iii. A creative approach to planning and delivering high-quality learning and teaching is encouraged e.g. 'Learning outside the Classroom' (LOtC) can be very helpful in this
- iv. Students must have the opportunity to work in a variety of ways, such as individually and independently, in pairs, small groups, and whole class situations
- v. Differentiation and challenge are very powerful tools in developing student learning and ensuring progress in the classroom and at home. This will take many forms and can include:
 - by outcome
 - by task
 - by question and questioning in discussion
 - Developing and adapting resources to both support and extend students, taking into account all students' needs
 - The use of student groupings and by individual support in the classroom

It should go without saying that teachers working on email or other administration tasks must be avoided in lessons.

5. All staff must create and ensure a purposeful learning environment is maintained

The way in which teachers manage the classroom will have a significant effect on students' learning and behaviour. Students learn and progress in a structured and stimulating environment.

- Punctuality and regular attendance are essential for staff and students.
- The Register must be taken for every lesson and recorded on Lesson Monitor on SIMS.
- Students must enter and leave the classroom in an orderly way at the instruction of the teacher.
- Teachers must dismiss students in time for their next lesson.
- The seating of students is very important and must be at the direction of the teacher. Strategic seating can challenge underachievement and promote learning. Teachers must have a seating plan for every class.
- Lessons must last the full duration and students must not be dismissed early.
- Teachers must ensure that classrooms are left clean and tidy. If furniture is moved, it should be returned to its original position. Graffiti and other damage will not be tolerated and must be reported to the caretaking staff immediately and appropriate sanctions used.
- Teachers are responsible for managing stimulating displays which should be changed regularly.
- All staff refer to the '5 RULES' in Chailey classrooms:
 - i. Do as you're asked when you are asked
 - ii. Listen in silence
 - iii. Put up your hand to speak
 - iv. Arrive on time to lessons with the correct equipment
 - v. Keep hands, feet, objects and comments to yourself

6. Achievement must be recognised and rewarded. Praise, and promoting a positive mindset, is central to the way in which we operate in class

Praise will be well received if it is personal, genuine, appropriate, specific, consistent, used regularly. It supports a growth mindset in the classroom and school and with individual students. Student achievement must be celebrated. This can be done in a number of ways.

- Using the school reward system: using Lesson Monitor on SIMS to record 'merits' and 'achievement points' (for more detail, see the 'Behaviour for Learning' policy)
- Peer praise
- Using a faculty's reward system
- Letters, phone calls, texts of commendation to parents/carers
- Displaying students' work (on display boards, on the school blog)
- Sending students to the Faculty Team Leader or SLT to show good work
- Celebrating achievement in assembly
- Headteacher's Commendation

7. Underachievement must be challenged, not processed

All students are capable of achievement and underachievement. Identifying and challenging underachievement is the responsibility of all teachers. The aim of a teacher is to initiate change, not to process underachievement. High expectations are not enough on their own; action is needed to ensure they are met.

i. Identification

Teachers must familiarise themselves with relevant data as it becomes available (for example, reading ages, SEND information, target grades, prior attainment data on SIMS) and use this to inform expectations and monitor progress. Relevant data must be shared with students

Teachers must address barriers to learning which may prevent students from achieving, such as disruptive, passive behaviour or lack of confidence

Teachers must be aware of other factors, such as SEND, FSM Ever 6, EAL and AG&T needs as well as any social and emotional influences that may affect learning

Regular faculty discussions must focus on promoting achievement and result in actions that challenge underachievement. Each teacher is responsible for their confidential 'class' folder containing:

- a) Class lists including vulnerable group information (SEN/FSM Ever 6/CLA/EAL/AG&T) (Network: Staff/Additional Needs/Inclusion Register)
- b) Target level/grade/threshold and most recent attainment level/grade/threshold
- c) Records of interventions with students and their purpose
- d) Seating Plans
- e) ECM Forms (Network: Staff/Additional Needs/ECM)

ii. Challenging underachievement

Subject teachers must:

- Talk to students about their learning in order to establish reasons for any underachievement. Targets are usually negotiated and must be reviewed. Progress must be recognised.
- Use appropriate sanctions when work or behaviour fails to meet any acceptable standard. If students fail to respond to sanctions then the Faculty/Curriculum Leader and Key Stage Director must be informed.
- Give regular short term achievable meaningful targets and learning goals

Faculty and Curriculum Leaders must:

- Use a variety of sources of information to have an overview of achievement levels within their subject teams and across classes
- Liaise with students, staff and parents regarding actions to tackle underachievement and provide appropriate intervention

Section 2: Assessment, Recording and Reporting

Purposes of assessment:

- To provide students with feedback on the strengths and weaknesses in their work, to identify what needs to be done to improve further, and to enable that progress to take place
- To allow teachers, FTLs, KSDs and SLT to objectively track the progress of students towards their target grades
- To inform future curriculum planning by teachers and faculties
- To provide evidence to support the reporting of students' achievements to parents, exam boards and other relevant agencies

1. Formative assessment

The aim of formative assessment is to provide students with clear guidance about how to improve their work. For this to be successful, students must be aware of the assessment criteria being used. For further details on this, see the 'marking for success' document in the Annual Supplement.

- Teachers must regularly provide students with formative feedback. Usually this will be in writing but it could be given verbally. When formative feedback is given verbally, it may be appropriate for students to record this in exercise books or files.
- Formative feedback should:
 - i. Be concise and easily understood by the student
 - ii. Be made personal, when written, by using the student's first name
 - iii. Identify and praise strengths in the work ('www' with a green pen)
 - iv. Identify weaknesses and/or underdeveloped aspects
 - v. Explicitly indicate what the student should do to make improvements ('ebi' with a red pen)
 - vi. Encourage the student to take ownership of the improvement making process
- Opportunities must be given for students to act upon formative feedback ('closing the gap'). This should be through further work in class or at home e.g. re-drafting work.
- Students must be involved in peer and/or self assessment activities regularly in order for them to develop an understanding of assessment criteria and procedures.

2. Summative assessment

The aim of summative assessment is to gather objective evidence of students' performance to help inform judgments about standards of attainment.

- Summative assessment tasks must be carried by all departments at least once every half term.
- Summative assessment tasks are often used at the end of a block of work and will involve a common task set across comparable sets or groups. These tasks can consist of:
 - i. An extended piece of writing
 - ii. An end of unit test
 - iii. An end of Key Stage test
 - iv. A practical task
 - v. An investigation or project
 - vi. A speaking and listening activity e.g. a presentation

- Threshold performance and GCSE grades (A*-U, 1-9) must be used when recording students' attainment on summative tasks at KS3 and KS4 respectively.
- Thresholds, and grades should be recorded centrally and used as part of the evidence to inform reporting to parents, setting, the tier of entry for external exams, and predicted grades. This centralisation will also help support continuity whenever there is a change of class teacher.

3. Assessing Students' Work and Recording Judgements

- Work completed in class or as homework should be regularly assessed and marked by the teacher. The depth of marking should reflect the nature of the task set. This assessment and marking process must provide students with formative feedback.
- As appropriate, teachers must record GCSE grades, threshold performance, Attitude to Learning (ATL) levels and Independent Learning (IL) levels in their mark books / class folder (or in electronic spreadsheets) to allow individual progress to be monitored.
- GCSE grades, threshold performance should only be shared with students following summative assessment tasks or on completion of past exam papers.
- ATL and (IL) levels should be written on students' work where formative comments are not appropriate e.g. when checking notes/folders for accuracy, organisation and presentation.

4. Attitude to Learning and Independent Learning levels

These levels are described below. They must appear regularly on students' work and be used as indicated above.

Attitude to Learning: This is an assessment of the student's effort in lessons, presentation of work and active participation in lessons.

- 1 = Excellent
- 2 = Good
- 3 = Inconsistent
- 4 = Unsatisfactory

This should be written on student's work as ATL 1, ATL 2 etc.

Independent Learning: This is an assessment of the quality of the student's homework or research, success in completing work on time and learning and thinking for himself/herself. It can also be used to assess students' work in any subject which is completed in class independently of the teacher e.g. in drama.

- 1 = Excellent
- 2 = Good
- 3 = Inconsistent
- 4 = Unsatisfactory

This should be written on student's work as IL 1, IL 2 etc.

5. Homework

Work completed outside of lessons plays an important role in developing students' learning and independence and should therefore be an integral part of faculty policy, schemes of work and lesson plans.

- Students should complete homework regularly, and it should be set according to the homework timetable. It must be differentiated to match individual student's abilities.
- Students, particularly those with learning difficulties, find homework easier to record when it is set early in the lesson.
- It is the responsibility of the class teacher, supported by teaching assistants, to ensure that students write the homework into their planners. Homework should therefore be set as a whole class activity and it must be available on 'Show my Homework' (SMHW) for students/parents.
- Students must be clear about the purpose of the homework, how it will be assessed, what needs to be done and the deadline by which it should be completed.
- The CLZ (and SMHW) should be used to provide support materials for students/parents which can be accessed from home.
- Homework must be reviewed. This can be done by the teacher, as a self/peer assessment task, through questioning or as a starter activity in a lesson. IL levels should be used as appropriate by the teacher.
- In all cases where homework is not completed teachers must promptly mark this on SIMS through 'Lesson Monitor'. Students have until the next day to submit the completed work to Student Services. Work handed in will be passed on to the teacher. If a student fails to hand in the homework the student will be placed in an after school detention on the following Friday.

6. Assessment Information and Protocols

Annually the school reports to parents through information that is sent home and face-to-face meetings:

- One Academic Review and two Progress Reports are sent home. These are supported by Tutor/Parent Evenings when parents can meet the form tutor and also one Parents' Evening for each year group when parents can meet subject teachers.

Reports that are sent home:

- Where written comments are required, they should describe strengths in the student's work and identify ways in which the student can improve. Tutors are to describe the student's approach to school and relevant information with regard to SMSC and British Values.
- There is a published schedule which identifies when each stage of the reporting process should be completed by. This always starts with the entry of Teacher Assessment data into SIMS marksheets.
- Additionally, teacher assessments are sent home at the end of Year 9.

Section 3: Inclusion

Every student at Chailey School has the right to receive the highest quality education. It is our responsibility to ensure that their educational needs are met. Further details in this area can be found in the school's 'Special Educational Needs and Disability Policy'. Ensuring inclusion involves:

- Setting high expectations for all pupils, ambitious targets and suitable differentiated learning challenges
- Responding to students' diverse learning needs
- Working to overcome potential barriers to learning and assessment

Different groups of students have specific needs which the school supports in a number of ways:

SEND/EAL and Vulnerable Students

- i. Information on students who are vulnerable to underachievement or with SEND/EAL needs is available on shared documents.
This information must be entered in all planners and targets discussed with students.
- ii. Information regarding these students is required from teachers on a regular basis. It is imperative that this is returned promptly when requested
- iii. The Inclusion team will support staff in meeting the needs of students. This will include providing information, guidance on appropriate teaching strategies and the adaptation and provision of teaching resources

Able, Gifted and Talented

Each department is responsible for ensuring the needs of the more able, and also any gifted and talented students are met. Please see the policy on 'Able, gifted and talented' for further details.

Teaching Assistants

- i. The school will assign TAs to support the teacher in meeting the diverse learning needs of students
- ii. They will work with teachers both within the classroom environment and outside the classroom at the direction of the teacher
- iii. It is the responsibility of the teacher to provide appropriate guidance to the TA.
The teacher is responsible for the planning of work
- iv. There should be regular communication between teachers and TAs about how teaching can be structured to support students. TAs will often have in-depth knowledge of the student being supported

Literacy (Reading, Writing, Communication), Numeracy, ICT

These skills underpin learning across the curriculum. These must be promoted and addressed in all groups, in all subject areas, and through tutor time. Please see the 'Literacy Policy' and 'Numeracy Policy' for further details.

Core Principle of Supporting Learning at Chailey School

Every teacher, in whatever role, has a responsibility to support students in their learning.

Section 4: Supporting Learning

Students' learning and personal development is supported in a number of different ways across the school. If an academic concern arises it should be referred to the Faculty/Curriculum Team Leaders. If the problem is of a personal or serious nature it should be referred immediately to the Key Stage Director/Student Support Manager. Potential child protection cases should be referred directly to JD.

Role of Tutors

- i. The tutor has an integral role in supporting students learning and personal development. The role of the tutor is focused on learning and teaching. It does not revolve solely around administrative tasks
- ii. The tutor sets the standards and expectations of students for the day. A partnership exists between the tutor, Student Support Manager and Key Stage Director in order to monitor the academic and personal development of students within the form and to provide an initial contact point for parents

Registration

- i. Registration periods are part of the school day and should contribute to the learning and teaching process in the school
- ii. Registration periods are formal occasions and silence should be maintained while the register is taken. If there is a problem taking an electronic register, a paper register must be sent to the office immediately.
- iii. Students should sit where directed by the tutor
- iv. In tutorial sessions, form tutors should aim to talk to students on an individual basis to monitor personal and academic progress
- v. Students must be engaged in meaningful activities during tutor time
- vi. A quiet reading session should take place for one 20 minute tutor period each week at KS3, and opportunity should also be given to aspects of numeracy and high-quality discussion
- vii. Students must have visited their lockers and be seated before 8.40am/2.00pm
- viii. Tutors must arrive to registration on time and remain with their form for the duration of the registration period. Tutors are role models and punctuality is essential
- ix. All students must remain in their form room for the duration of the registration period unless they have a legitimate reason for leaving
- x. Tutors must escort their form to assembly and stay with their form for the duration of the assembly
- xi. Form rooms must be left tidy at the end of registration

Key Stage Directors

- i. Key Stage Directors monitor and support the learning of all students in their key stage. They work in partnership with tutors, student support managers and teaching staff. They are available to discuss the academic needs of individual students.
- ii. Teachers must identify any students whose academic performance is a cause for concern. Initially, this must be dealt with within the faculty. Where concerns about achievement have been raised across faculties, Key Stage Directors will liaise with subject leaders and interview the student in an attempt to address the problem. Targets will be set and progress monitored. Outside agencies may be involved.
- iii. The Key Stage Director will collect information and monitor individual pupil progress in a number of ways:
 - monitoring reports – teachers will give comments on identified student progress over a 2 week period
 - report cards – completed by the teacher every lesson for identified students
 - parents will be informed of student progress where appropriate
- iv. Student Support Managers are responsible for the personal well-being of all students within the year group. They work in partnership with form tutors and classroom teachers in promoting the school ethos across the year. They are available to discuss the individual needs of any student within their year group.

Faculty and Curriculum Leaders

- i. The role of the Faculty/Curriculum Leader is to manage teaching and learning within the faculty/curriculum area
- ii. Any concerns with the academic progress of an individual student must be referred to and discussed with the appropriate faculty/curriculum Leader
- iii. Faculty/Curriculum Leaders will support the professional development needs of individual staff members within their curriculum area

Senior Leadership Team

The Senior Leadership Team is responsible for the overall management and development of teaching and learning across the school.