CHAILEY SCHOOL

Teaching, Learning and Assessment Policy

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Chair of Governors

Head Teacher

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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 and also for them to be *kind, independent, resilient and creative* both as individuals and as a community.

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; good oracy also plays a key role in 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, as is planned Learning Outside the Classroom
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

In short, this can be distilled into three teaching and learning priorities which must shape the planning and delivery of lessons and learning:

- **Engagement**
- **Challenge**
- **Progress**

These priorities should be supported by the following elements which, although not unique to Chailey, do characterise the school's overall approach:

- Formative assessment
- Independence
- Reflection
- Creativity
- Learning Outside the Classroom

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. Feedback, homework 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**.

Quality Assurance Cycle

Over the course of an academic year, QA has been structured around 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. However, it is acknowledged that different subject areas and faculties benefit from, and require, personalized timetables and approaches to QA and, as a result, a new method is being introduced for 2022-23. It has the following structure and rationale:

- Instead of the process being imposed upon faculties, FTLs will have the opportunity to **set their own time-scales** and what is felt are the **most effective tools** to 'quality-assure' the work in their subject/faculty – FTLs are the people who are principally responsible for the **rigour of the process** and they know their faculty best; support is available from SLT line managers where required
- Faculty QA process should focus on the **three school priorities for the year**, their **own faculty focus on Year 11 and outcomes** (the first observation of the year, connected with PA, should therefore focus on this), and one other subject/faculty focus if individual FTLs feel it is necessary
- **Conversation with SLT line managers will play an important part in this**; ideas from, and discussions with, fellow FTLs may well help here
- This QA document, particularly during the first year of this process, is likely to be **a 'live' document** i.e. it can be amended as the year proceeds
- Remember that the school's Research Lead is available to identify and discuss **suitable research** to support both QA/Faculty Improvement Plan

- **Year reviews will continue**, perhaps in an amended format, so that the QA process also covers the breadth of experience for students across the curriculum
- There will need to be a **thrice-yearly meeting with your SLT line manager and/or headteacher** (through the established line management meetings) to discuss and review faculty QA and findings from that

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: Teaching and Learning

1. Students should be taught how to learn and how to reflect on their learning; formative assessment and oracy supports this (see section 2 and the school's 'Feedback Policy' 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, and between, 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, target-setting and 'closing the gap' activities 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; 'DNAs' ('Do Now Activities') help to establish this. 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 – effective oracy is very important in this

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 through Edulink.
- 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 (two minutes early).
- 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. LOTc activities, of course, are unlikely to have quite the same rigid approach to seating plans but activities must still be planned even if the learning outcomes are creative, diverse and sometimes unanticipated
- 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.
- 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 Edulink to record 'reward points' (for more detail, see the 'Behaviour for Learning' policy)
- Peer praise
- Using a faculty's reward system
- Letters, phone calls of commendation to parents/carers
- Displaying students' work (on display boards, on the school twitter account)
- Sending students to the Faculty Team Leader or SLT to show good work
- Celebrating achievement in assembly
- Headteacher's keys

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 or 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:

a) Knowing how to support students with SEND and/or disadvantage e.g. through use of the Pupil Passports and Pathways (SharePoint – Additional Needs)
b) Tracking their class assessments/exams and Homework
c) Seating Plans on Edulink

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: Feedback, Homework and Reporting

1. Key principles on feedback to students

Chailey School's approach to feedback is shaped by a set of guiding principles:

- Improving formative assessment and feedback is shown by research to be the most effective and least costly way of improving the learning and progress of students
- Feedback, however, is not merely marking (although good marking can be effective feedback) – it can be verbal as well as written
- For feedback to be effective, it must lead to learning and progress; thinking about it as 'feeding forward' can help
- Opportunities for formative assessment should be planned and built into lessons and learning
- Students should be 'owners of their own learning' and active players (rather than mere recipients) in this process
- Feedback *during* working, sometimes known as 'in flight' assessment, is often very effective; feedback given at the end is often ineffective *unless* it leads to a learning activity e.g. 'closing the gap' – correcting, amending and improving work; consider the value of a 'medical' as opposed to a 'post-mortem'
- Summative assessment should also be used at key points in the course to inform judgments about attainment

For further details, guidance on such elements as approaches to written marking, and practical strategies on feedback and assessment, please refer to the school's 'Feedback Policy'.

2. 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. Homework in Key Stage 3 is training students to be able to revise and prepare for their GCSEs.

- Students should complete homework regularly in line with each subject area's expectations. It must be differentiated to match individual student's abilities.
- It is the responsibility of the class teacher, supported by teaching assistants, to ensure that students understand the Homework that has been set. Homework must be available on 'Satchel One' for students/families.
- 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.
- Satchel One (and other regularly used online school platforms, such as Seneca) should be used to provide support materials for students/families which can be accessed from home. Some students will require a paper copy of the work.
- Homework must be reviewed when appropriate. This can be done through students sharing work with their peers, as a self/peer assessment task, or through a mini test in a lesson. Students that struggle to meet deadlines should be given support with their homework. If students do not take the opportunity to receive support and miss a deadline ~~on more than one occasion,~~ an 'S2 late homework' should be marked on Edulink. Students have until the next lesson to submit the completed work to their subject teacher. Students that struggle with Homework should be referred for Homework Support in C&C and Homework Club after school.

3. Reporting Protocol

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

- Three reports are sent home for students in Years 9 to 11; similar arrangements exist for Years 7 and 8, with tutor comments added for one of these. 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.

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.

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, where possible and available, 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 a DSL.

Role of Tutors

i. The tutor has an integral role in supporting students learning and personal development. The role of the tutor is also to support 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 and 'Community and Culture' time

i. Community & Culture time is part of the school day and should contribute to the learning and teaching process in the school; this includes regular equipment and uniform checks

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 mentoring 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 Community & Culture time

vi. At Key Stage 3, activities are to include tutors reading a rich fiction text to their groups

vii. Students must have visited their lockers and be seated before 8.40am

viii. Tutors must arrive to registration on time and remain with their form for the duration of the Community & Culture time. Tutors are role models, and punctuality is essential

ix. All students must remain in their form room for the duration of Community & Culture time 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, unless they are involved in direct mentoring work with individual students

Key Stage Directors and Heads of Year

i. Key Stage Directors and Heads of Year 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 and Heads of Year 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 or Head of Year 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 – this may be done electronically using Edulink
- 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 Key Stage Directors, Heads of Year, 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.