

2016

# Teaching, Learning and Assessment Policy



GROVE  
SCHOOL & COLLEGE  
*A mind set to succeed*

THE GROVE SCHOOL  
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## Teaching, Learning and Assessment

### 1. Purpose

- 1.1. The core purpose of The Grove School is to raise standards of achievement by unlocking the potential of both staff and students. The Grove School is committed to school improvement and acknowledges that high quality teaching, learning and assessment lies at the centre of raising standards of achievement. Self-evaluation is also a key to improvement and it is important to identify priorities for development in line with the cycle of whole school improvement planning and review.
- 1.2. It is the responsibility of all staff and students to evaluate their own performance. By knowing and understanding how staff and students are performing, staff at all levels can enhance and share strengths and identify potential for improvement.
- 1.3. This policy should be read alongside The Teachers' Standards and the following policies and documentation:
  - Literacy and Numeracy Policy.
  - SEND policy.
  - Behaviour, Student Support, Restorative Practice and Anti-Bullying Policy.
  - Teacher Capability Policy and Procedures.
  - Curriculum Policy.
  - Teacher Appraisal Policy.
  - The Code of Conduct and Guidance for Safer Working Practice for those working with Children and Young People in Education Settings.
  - The Staff Handbook.

### 2. Rationale

- 2.1. Developing effective teaching, learning and assessment strategies to underpin a broad and balanced curriculum, provides students with the opportunities to build on their strengths and achieve their potential in all areas of their education. This is essential in a world that is rapidly changing where we have a responsibility to create learning opportunities for our students, which will equip them with the life-long skills and attributes needed to be successful in a variety of fields.

### 3. Aims

- 3.1. At The Grove, all staff aim to:
  - provide a safe, stimulating learning environment for all students and teachers;
  - enable students to achieve well by learning in a variety of ways and through challenging learning experiences;
  - provide a broad, balanced and relevant curriculum in line with the National Curriculum and examination board specifications to motivate, engage and challenge students whilst also equipping them with the skills required when leaving school;
  - set high expectations for all students in order to raise their aspirations;
  - ensure students know what they are doing well and how they can improve;
  - allow teachers to plan for teaching and learning based on prior knowledge and formative and summative assessment, that meets the individual needs of all the students in the classroom whatever their ability;
  - be accessible for parents/carers and enable them to take an active and informed part in their child's education;
  - drive forward relentlessly standards of both teaching and learning.

## 4. Teaching and Learning

- 4.1. In order to create an effective climate for teaching and learning, all staff should plan lessons which are based on the principles of the Teacher Effectiveness Enhancement Programme (TEEP) learning cycle and which:
- allow students to make progress in their learning;
  - state clearly learning outcomes and success criteria;
  - follow the 6 part TEEP cycle, whether that be within one lesson or over a cycle of lessons;
  - engage students from the outset with a 'Prepare for Learning' activity;
  - allow students to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application;
  - use differentiation for varying needs by task, resources, outcomes and/or method;
  - provide pace and challenge for all students;
  - develop consistent strategies for the teaching and learning of subject specific vocabulary;
  - encourage students to take pride in their work and follow a clear presentation policy;
  - recognise that literacy is a whole-school issue and that students' ability to communicate effectively and access materials must be addressed in every subject;
  - recognise the importance of numeracy across the curriculum and make explicit links between the numeracy used in subjects such as Science and Maths;
  - set worthwhile homework at other points in the lesson than the end and ensure that is recorded and completed by all students;
  - ensure that students have correct equipment;
  - use consistent praise;
  - direct student-seating for learning not behaviour management and use seating flexibly.

## 5. Assessment

- 5.1. All staff should plan lessons that assess what students know and what they need to know to make the next steps regardless of their starting points. To this end they should:
- use effective questioning to direct and challenge students;
  - make success criteria clear to students;
  - provide well-planned opportunities for teacher, self and peer-assessment;
  - set targets for students to help them review and develop their learning using, amongst other strategies, "www" (what went well), "ebi" (even better if) and mri (my response is);
  - set targets for learning based on data used as a diagnostic and motivational tool;
  - engage in moderation and standardisation of work (within and beyond the school) to ensure that data entered at all levels is accurate, especially for data checking points;
  - use reviews or episodic reviews to assess learning, and help students to understand how to improve;
  - recognise and celebrate individual successes in order to encourage and motivate all students;
  - allow students to understand how summative assessment is arrived at and so encourage them to become reflective learners able to use success criteria who take more responsibility for their own learning;
  - enhance learning by setting worthwhile homework.

## 6. Roles and Responsibilities

### 6.1. Senior Leadership Team (SLT)

The SLT sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress using the School Improvement Plan. Monitoring and evaluation principally takes place through drop-ins focusing on day to day practice. This is supported by faculty 'spotlight' reviews and classroom observations of teaching

and learning, work scrutinies, student voice and ultimately, outcomes. The Headteacher is responsible for monitoring the performance of members of the Leadership Team.

6.2. This group will drive improvement by seeking to:

- value and celebrate high quality teaching, learning and assessment;
- promote a culture that strives towards excellence in learning, high self-esteem and good relationships;
- ensure that there is a common understanding of what good and outstanding teaching, learning and assessment looks like;
- ensure that there is a clear understanding of accountability for teaching, learning and assessment at all levels;
- promote and facilitate collaborative working and sharing of good practice;
- use subject “Spotlight” and whole-school developmental reviews, coaching, learning walks and drop-ins and other lesson observation opportunities to provide evidence about the quality of teaching, learning and assessment to identify areas of positive achievement as well as areas for development;
- discuss with subject leaders in line management meetings issues related to the development and accountability of teaching, learning and assessment;
- monitor subject areas in line management meetings to ensure high standards are being met;
- work with staff to provide professional development opportunities that build on strengths or areas for development;
- ensure that all teachers know what is expected of them in assessing students;
- help teachers make accurate judgements about students’ attainment and progress;
- monitor that assessment for learning is a key factor in planning for teaching and learning;
- monitor the accuracy of the information provided to parents/carers about their child’s attainment and progress;
- monitor data to ensure that high quality feedback is leading to accurate assessment;
- track the attainment and progress of individual students and groups of students over time;
- compare the progress made by different groups of students to ensure that no group is disadvantaged whatever the ability;
- ensure students are supported in making informed curriculum choices;
- use assessment and monitoring to ensure that the curriculum meets the needs of students;
- ensure homework is being recorded and completed effectively;
- ensure that high quality and appropriate homework is underpinning progress;
- monitor and evaluate the impact of homework on standards;
- liaise with both Progress Leaders and Directors of Studies regarding progress;
- monitor and evaluate the impact of assessment on standards;
- ensure that appropriate intervention is available for all students who are underperforming at whatever level, from appropriate providers;
- use the Faculty Improvement Record and Faculty Improvement Plan to monitor work in the context of the School Improvement;
- provide support for staff who, identified through the monitoring process, are not meeting The Teachers’ Standards.

6.3.i In line with the Appraisal Policy, teachers will receive constructive feedback on their performance throughout the year as part of the School’s on-going monitoring procedures and as soon as practicable after observations have taken place or other evidence has come to light. Feedback will acknowledge achievements and highlight particular areas of strength as well as any areas that need attention. TEEP Champions will continue to be identified through our monitoring so that they can help share good practice and support the School’s CPD programme.

6.4.ii Lesson observations will be developmental and staff are encouraged to observe other colleagues e.g. TEEP Champions to help them develop their practice. Where, through the appraisal process or from other sources of information, there are concerns about any aspects

of the teacher's performance, it is important that this is addressed, so the appraiser will meet the teacher formally to give the teacher 5 working days' notice (or fewer as appropriate with agreement) of a meeting to discuss concerns.

6.5.iii At this meeting there will be:

- clear feedback to the teacher about the nature of the concerns;
- the opportunity for the teacher to comment and discuss concerns;
- agreed support outlined below that will be provided to help address those specific concerns;
- clarity about how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary for the appraiser to allow sufficient time for improvement. The amount of time is for the appraiser to determine but should reflect the seriousness of the concerns);
- explanation of the implications and process if no – or insufficient – improvement is made.

6.6.iv If colleagues are under-performing i.e. failing to meet The Teachers' Standards over time and supported by data, then this must be addressed so that teachers can meet the Standards. The programme of support for staff not meeting The Teachers' Standards will be as follows.

- The colleague will attend an initial meeting with the Deputy Headteacher with responsibility for Teaching and Learning (DHT) and their appraiser.
- There will be two developmental observations which should be selected by the colleague being supported. The DHT and/or appraiser will observe these lessons. These will be whole lessons and feedback is designed to be developmental and help with setting targets based on The Teachers' Standards in the first instance.
- Following feedback from the first lesson, targets will be set, and an action plan agreed, based on the Teachers' Standards and appropriate to career stage.
- The colleague on support should take advantage of support from others in a more subject-specific role or any other identified areas. Support with lesson planning can be provided. Other support might include observing the subject leader or a TEEP champion; CPD on a specific area e.g. an aspect of subject knowledge; support with behaviour management strategies; coaching for improvement; visits to a partner school.
- Following the two developmental observations, there will be two further lesson observations to monitor sustainability. These will be unannounced though a week-beginning window of two days will be given.
- In both series of observations two key stages will be covered where possible.
- This process will normally take six weeks.
- At the end of this period of support, if teaching is judged to be meeting The Teachers' Standards, this process will stop though there will be continued monitoring and support by the subject leader to ensure sustainability. If the standard of teaching is not sustained – at any point in the future on-going monitoring process, then a further period of support, lasting a further six weeks will begin.
- At the end of this second period of monitoring if teaching is judged to have no further concerns, this process will stop though there will be continued monitoring and support by the subject leader to ensure sustainability.
- The aim of this supportive action as part of the appraisal process is to enable teachers to improve their performance to the level desired. If, however, the DHT, appraiser and/or headteacher is not satisfied with progress and serious concerns about the teacher's performance remain, the teacher will be notified of this in writing, and advised to contact **their Trade Union or Professional Association**. The headteacher, whether or not the headteacher is the appraiser, will consider the records and will determine whether there is a need to consider the concerns at a formal meeting conducted under the School's adopted capability procedure.

## 7. Directors of Study

7.1. Directors of Study are responsible for the effective teaching of their subjects, evaluating the quality of teaching, learning and assessment, setting targets for improvement and therefore the

standards of students' achievements. With an increasingly shifting educational landscape they also have a duty to keep abreast of developments in areas such as assessment after levels and curriculum change.

7.2. This group will drive up standards of teaching, learning and assessment in their subject areas by:

- having a good, up-to-date knowledge and understanding of The Teachers' Standards;
- having good, up-to-date subject knowledge and understanding of TEEP and a range of other teaching and learning strategies;
- ensuring there is a subject-specific assessment policy within the faculty;
- ensuring that all schemes of work allow for assessment for learning to become an integral part of teaching and learning;
- ensuring curriculum coverage, continuity and progress for all students;
- ensuring that analysis of data at transition points enables students to build on prior learning;
- using outcomes from the day to day monitoring of teaching, learning and robust analysis of data over time to accurately assess the performance of their faculty;
- setting targets for improvement based on the outcomes of on-going review;
- supporting the importance of accountability against robust target-setting;
- using the Faculty Improvement Record and School and Faculty Improvement Plans as the basis for on-going review;
- using whole school reviews, "spotlight" reviews, learning walks, drop-ins and other lesson observations, student voice, feedback for teaching assistants / other stakeholders and work scrutinies to analyse and interpret data related to standards of teaching, learning and assessment;
- developing good practice within not only their own faculty but with other faculties and beyond the school;
- using faculty meetings to put aspects of TEEP and teaching and learning on the agenda as an opportunity to share good practice;
- monitoring students' work by regular sampling of homework, classwork, students' responses and attitudes in order to make a comparative evaluation of them against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;
- completing work scrutinies and using them to identify patterns of success and areas for development – particularly in the area of feedback;
- ensuring that marking follows each faculty policy;
- ensuring that homework is set and marked in line with policy and acting if it is not;
- moderating work in line with examination board guidance for coursework and controlled assessments;
- moderating assessments that are used to support data tracking points and ensuring that moderation is within and between year groups;
- providing the appropriate exemplar materials where appropriate;
- using assessment as the basis of data analysis so that high-performance is rewarded and interventions identified with speed to have the maximum impact;
- monitoring and measuring the impact of any intervention strategy;
- ensuring staff record marks, including on-going coursework / controlled assessments in line with subject / examination board policy;
- ensuring that staff follow examination procedures for external assessments;
- ensuring that staff engage with training and other procedures for moderation e.g. online moderation;
- monitoring feedback from examiners' reports and moderators' reports and acting on the feedback provided;
- liaising with subject staff, communicating any concerns;
- liaising with form tutors / progress leaders regarding concerns;
- communicating concerns to students and parents/carers and inform them of support as necessary;
- setting targets and monitoring the progress of staff where The Teachers' Standards are not being met;

- planning and developing schemes of work that build on this policy and meet the demands of new specifications with particular emphasis on linear assessment;
- engaging in peer-coaching and other middle leader support to enhance their understanding of high quality leadership;
- liaising with and making use of materials provided by the Learning Support Department;
- planning for and deploying effectively any classroom support staff;
- ensuring intervention and other differentiated support are recorded appropriately – see SEND policy;
- developing partnerships with PiXL (Partners in Excellence) and other schools to develop middle leadership skills and knowledge of teaching, learning and assessment;
- celebrating and rewarding success.

## 8. Subject Teachers

8.1. Classroom teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development. This includes reflecting on and evaluating the effectiveness of their teaching and making changes where necessary.

8.2. All teachers should:

- engage in self-evaluation of their subject knowledge and understanding of educational initiatives;
- engage in self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- engage in self-evaluation of their contribution to the policies and aspirations of the Grove.
- have a good, up-to-date knowledge and understanding of The Teachers' Standards including the new non-statutory standard on CPD (12 July 2016);
- have a good, up-to-date subject knowledge and understanding of a range of TEEP and a range of other teaching and learning strategies;
- use prior data; tracking, PP, SEND, and other information to differentiate learning so that it matches the needs of the students at whatever level;
- give students opportunities to work collaboratively;
- provide activities that stimulate and engage the students by focusing on areas of development identified through on-going monitoring;
- use question technique, especially open-ended questioning, to help students gain deeper understanding;
- insist on high standards of behaviour following the guidance set out in the Behaviour Policy including using restorative language and rewarding positive behaviour effectively;
- help students to reflect on their own learning and identifying the next steps for improvement;
- monitor student progress to ensure that students achieve well against prior achievement and similar groups nationally;
- assess and mark students' work regularly according to the faculty marking and assessment policy;
- use analysis of marking and assessments to inform their planning and teaching and support students' progress by developing intervention strategies where appropriate;
- use data, including that available on SISRA, to ensure students are working at their full potential and set targets to achieve this;
- use the outcomes from assessment as a diagnostic tool to inform future planning;
- recognise effort as well as quality;
- use the information gained together with other information, to adjust future teaching, learning and assessment strategies;
- differentiate feedback while ensuring that all students know how they can move forward;
- encourage students to actively engage in teaching, learning and assessment for learning;
- ensuring that teaching, learning and assessment builds students' motivation, confidence and self-esteem;
- ensure that the results of marking and assessment are used to inform planning for differentiation and challenge in lessons;

- use the expertise of the teaching assistant and information from Individual Education Plans to inform the planning, teaching and assessment process;
- ensure that opportunities to use assessment to promote the development of literacy, numeracy and ICT skills are embraced;
- ensure that adequate and appropriate assessment is made of student attainment prior to completing the data collection trackers so that the information recorded is accurate and reliable;
- share concerns or praise arising from assessment information with the Director or Deputy Director of Study;
- ensure books are monitored and returned to students in line with the school and faculty policy.
- inform parents / carers and appropriate staff within school of students' progress or underachievement;
- set and mark homework according to policy;
- ensure that homework enables students to make progress and tracking progress effectively;
- planning opportunities to review homework and allowing students to act on suggestions for improvement;
- differentiate feedback so that all students regardless of ability can make progress;
- inform parents / carers and Directors / Deputy Directors of Study and / or tutors of any issues with homework;
- celebrate and rewarding success.

## **9. Progress Leaders**

Progress Leaders are responsible for the academic monitoring and evaluation of the overall experience of groups and individuals in their year groups.

### **9.1. They should:**

- monitor the progress and potential of their year group, and use student data to support underachievement or motivate more and most-able students;
- maintain an overview of the experience of students in their year group by e.g. monitoring the number of detentions and use of supervision;
- monitor the work of tutors and quality of tutor time;
- monitor attitudes to learning, including homework;
- report back to their line manager.

## **10. Form Tutors**

Form tutors are responsible for contributing to, and monitoring the progression and well-being of individual students in their tutor group and for providing support and advice to those students, both socially and academically.

### **10.1. Form tutors should:**

- monitor academic progress and attitudes of individual students through academic tracking;
- encourage and develop the ability of students to evaluate and take responsibility for their own learning;
- monitor behaviour, homework, use of planners, rewards and sanctions, uniform and attendance.

## **11. Students**

### **11.1. As well as the core agreed principles of The Grove School, students should also be prepared to:**

- take an active interest in their learning;
- arrive at lessons on time and with the appropriate equipment;
- respond positively to challenges set;

- reflect on their own learning, especially focusing on WWW, EBI and MRI by setting and reviewing targets to help them achieve to the best of their ability;
- develop their confidence in communicating ideas, questioning their own and others' ideas and evaluating the strengths of others' opinions;
- develop resilience, be prepared to learn from failure and ask for help needed;
- collaborate positively with other students;
- be willing to accept support and encouragement from parents / carers / tutors / mentors / outside agencies and other staff – particularly when working with the intervention group;
- meet deadlines;
- share and celebrate the hard work of other students;
- accept that everyone learns in different ways and at different paces and that we should respect and build on these differences;
- read teacher comments and targets set and act upon them;
- address any literacy issues, such as spelling;
- share their voice through forum like The Student Council, Ambassador groups and other medium e.g. student voice questionnaires and interviews;
- take opportunities to increase their role in school by taking on roles such as Student Ambassadors;
- take opportunities to extend their learning beyond the classroom by completing homework to a high standard and meeting deadlines.

## **12. Parents/Carers**

12.1. Parents/carers are encouraged to take an active involvement in their children's learning by:

- encouraging them to have a healthy breakfast before they come to school;
- ensuring they arrive punctually and monitoring the punctuality/attendance through reports and consultation meetings;
- ensuring they follow a healthy lifestyle;
- ensuring they have an appropriate amount of sleep;
- providing them with the correct equipment/kit;
- checking record books to ensure homework is completed and using the record book to communicate with the school;
- ensuring that they regularly review school books to ensure targets are acted upon;
- contacting the relevant teacher or subject leader to discuss any issues or concerns regarding teaching, learning or assessments;
- weekly checking and signing of homework diaries;
- taking an active interest in their individual targets;
- contacting the School to discuss progress or difficulties;
- supporting extra-curricular activities; presentation evenings and other focused events;
- attending parents' consultation meetings.

## **13. The Business and Education Partners**

13.1. The Grove School invites the community to support teaching and learning by:

- supporting the aims of the School Improvement Plan;
- supporting activities within The Grove;
- providing positive role models;
- using the facilities offered by The Grove;
- volunteering to help with mentoring, extra-curricular activities and events.

## **14. Governors**

14.1. It is the role of the Governing Body to monitor and evaluate the effectiveness of this policy and its practice. They will be informed of its impact through:

- Links with Directors of Studies;

- feedback from Directors on "spotlight";
- feedback from SLT reports;
- Invitation to participate in staff CPD.

## 15. Monitoring, Evaluation and Development

15.1. It is the responsibility of the teaching staff to implement this policy. The success of the policy will be measured against the following criteria:

- well-planned lessons and assessments that make use of explicit learning outcomes;
- lesson observations that make explicit reference to the language of learning;
- assessment data that is used confidently and accurately to set targets, inform planning and build on students' progress;
- increasing awareness in students and staff of what assessment means and the different forms it can take;
- differentiation within both medium and short term planning that takes into account the variety of learners and learning styles within our classrooms making special reference to those with SEND, disadvantaged students and more and most-able students;
- strategies to increase students' literacy skills evident in all lessons;
- a consistent approach to lesson structure;
- a focus on students making accelerated progress in every lesson;
- a wider range of teaching strategies shown through the monitoring of lesson plans and lesson observations, learning walks and drop-ins;
- improved quality of students' work shown through regular scrutiny of work and internal/external moderation;
- increased motivation of students shown through student questionnaires;
- attitude to learning scores that show a positive attitude to homework;
- students who are increasingly able to talk about the process of teaching, learning and assessment and evaluate its effectiveness;
- increased motivation of students shown through student questionnaires;
- improved examination results measured against external criteria;
- an environment which shows staff and students taking pride in and responsibility for their work;
- positive relationships between staff and students which demonstrate a mutual respect for each other.

### 15.2. Monitoring Meetings

The Headteacher, Assistant Headteacher for Achievement and Assistant Headteacher for Post-16 meet each Director and Deputy Director of Studies annually with the aim of:

- monitoring the effectiveness of leadership and management of their faculty area;
- analysing performance data and setting targets for improvement;
- giving support and discussing training for development;
- ensuring quality of standards and verifying judgements of middle leaders.

15.2i In addition to this, Directors of Studies meet fortnightly with line managers to discuss through a common agenda:

- the quality of teaching and learning (include marking and assessment);
- the quality of behaviour for learning;
- staff identified as outstanding or requiring development;
- data analysis;
- progress towards the faculty improvement plan and the faculty monitoring record;
- staffing issues and well-being;
- subject specific issues such as curriculum development.

The Raising Standards Meetings held after each data collection point focus on standards of attainment for students at all levels and also serve to identify students in need of intervention.

## 15.2.ii Reviews of Learning and Teaching

A comprehensive review of teaching and learning takes place annually in order to gather evidence for self-evaluation. This is an unannounced review that takes place on a termly basis. On-going day to day drop-ins take place regularly to focus on the quality of day to day practice and supported by annual faculty 'spotlights'.

The aim of the teaching and learning review and the faculty spotlight is to:

- identify and share good practice;
- Increase understanding of what outstanding teaching, learning and assessment looks like;
- evaluate the quality of teaching, learning and assessment in line with OFSTED criteria and set targets for improvement;
- track progress on teaching, learning and assessment issues identified in the School Improvement Plan;
- identify key aspects of teaching, learning and assessment for development by faculties and for the whole school;
- identify colleagues who may need support;
- standardise monitoring procedures including lesson observations and work scrutiny, through paired and peer observations.

Signed:

Date:

Review date:

## Appendices:

### 1. The Learning Environment

Rooms should conform to the following standard:

- be clean, tidy and free from clutter;
- have high quality current displays with reference to the TEEP cycle;
- layout must allow easy circulation of staff and students to support active learning;
- layout must allow for group work.

### 2. Lesson Changeover

Smooth lesson changeover relies on colleagues making a commitment to:

- being ready to greet students on the corridor as they arrive;
- insisting that the students line up where appropriate or enter the classroom directly if corridor space is restricted;
- dismissing the students in an orderly way at the end of the lesson;
- working to the bell or agreed timings;
- dismissing students at the door and being on the corridor as they proceed to the next lesson;
- remind students to walk quietly on the left and go directly to the next lesson.

### 3. Exercise Books/Folders and Presentation

- Defacing exercise book/folder covers is not to be allowed. Any defaced book / folder must be covered..
- All work must have a title and date underlined with a ruler.

- Finished work must be ruled off.
- All handouts must be stuck immediately into the book/folder.
- Homework should be clearly labelled along with the title and date of the work.
- A high standard of presentation must be insisted upon from the students: a 'Pride' piece is completed by all Year 7 students to remind them of what high quality work is.

#### 4. Procedures for assessment

Assessment can take many forms but must be underpinned by robust success criteria:

- Verbal feedback.
- Self-assessment.
- Peer-assessment.
- Group/whole class assessment.
- Written marking of work.
- Teacher/student questioning.
- Assessment of exemplar work of different grades/levels.
- Use of assessment criteria and examination materials.

Where written feedback is given the following model is to be used. This may not apply to all pieces but should form the basis of all types of feedback.

- Work should indicate what the student has done well (**www: what went well**) and give some constructive comment on how the student should improve (**ebi: even better if**).
- These comments should be based on the specific requirements of the learning outcome, subject content, subject skill and / or literacy. **www** and **ebi** can be supported by formative comments written throughout the piece of work, and not simply at the end. **mri (my response is)** should be used following **ebi** to highlight to the student that a response is required. It is not necessary to respond to every comment but there should be recognition that the purpose of marking is to close the gap between current and desired performance.
- The response can be made during a Pfl activity or for homework. This response should then be checked at the most appropriate time.

#### 5. Literacy

- Subject specific vocabulary must be corrected, and general literacy corrected.
- Allow some time to review marking comments, using, where appropriate, materials / examples / success criteria as part of a learning review.

#### 6. Frequency

- As different subjects see students for differing numbers of lessons, marking should take place according to the policy within each faculty.
- An assessed piece should be marked for all subjects at least once every half term to support the accurate input of data: this is especially important for examination classes as interventions will be identified based on this information. It is especially important that this piece prepare students for the demands of linear assessment.
- Coursework / controlled assessments should be marked at regular intervals in line with examination guidance / policies.

#### 7. Marking symbols

- PM - Peer marked
- SA – self-assessment
- ^ - something is missing
- ap – apostrophe

- / - start a new sentence
- // - start a new paragraph
- gr – grammatical error
- sp - spelling error
- p – punctuation error
- wo – word order
- wt – wrong tense
- ? – unclear
- \_ - capital letter
- r – repeated point

## 8. Work Sampling using OfSTED Judgements

| Description                   | Characteristics   |
|-------------------------------|---|
| <b>1 Outstanding</b>          | Marking and dialogue between teachers, other adults and learners are consistently of a high quality.  |
|                               | Learners understand in detail how to improve their work and are consistently supported in doing so.   |
|                               | Teachers systematically and effectively check learners' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning. |
| <b>2 Good</b>                 | Learners are provided with detailed feedback, both orally and through marking.  |
|                               | They know how well they have done and can discuss what they need to do to sustain good progress.  |
|                               | Teachers listen to observe and question groups of learners during lessons in order to reshape tasks and explanations to improve learning.   |
| <b>3 Requires Improvement</b> | Learners are informed about their progress and how to improve through marking and dialogue with adults.   |

## Maths Faculty

Student progress is monitored through yearly PLCs. The headings within each PLC matches that in the scheme of work, these will develop as the scheme of work does.

- For years' 7 and 8 the skills are 'age appropriate' set from the White Rose Hub Mastery curriculum.
- For years 9 – 11 they are currently set from the Higher and Foundation streams of the GCSE course.
- Students' names are recorded down the left hand side, the skills across the top of the table. For each skill the student is awarded a 1, 2 or 3.
  - 1 – Secure skill that the student is able to demonstrate deep understanding in a variety of contexts.
  - 2 – A skill the student can do but at times needs guidance when applying to a new context.
  - 3 – A skill that the student currently cannot do independently.
- At the end of each students list of score is a Mastery Average which will be a number from 1 to 3.
- Students will be set an average 'band' based on their KS2 score, this will be used to judge if the student is making better than, lower than or expected progress.
- The table below gives an example of what this will look like (the figures will be finalised after we have moderated scores from White Rose and in later years when we backtrack our GCSE scores against previous years Mastery Averages). Initially this will be a guide but as time progresses the bandings will become far more robust.

| Starting Level | Below expected progress | Making expected progress | Above expected progress |
|----------------|-------------------------|--------------------------|-------------------------|
| Below 4        | 2.7 – 3.0               | 2.4 – 2.7                | 1.0 – 2.4               |
| Below 6        | 2.5 – 3.0               | 2.0 – 2.5                | 1.0 – 2.0               |
| On 6           | 2.2 – 3.0               | 1.8 – 2.2                | 1.0 – 1.8               |
| Above 6        | 2.0 – 3.0               | 1.5 – 2.0                | 1.0 – 1.5               |

- For KS4 this is also moderated against GCSE level formal assessments which will inform predictions.
- At KS3 end of term test scores will be submitted to the White Rose Hub and will be compared with schools following the same scheme.
- A tracking sheet follows a year group through their time at school, so when you see the year 8 tab in the year 7 PLC it applies to that year group when **they** are in year 8, this will allow us to compare retention and progress year on year.
- At KS5, DCP grades are informed by topic tests, examination board set questions and previous examinations including PPEs and AS results, where appropriate. Each teacher marks using percentages, in addition to the structured written and verbal feedback, which can then be judged against previous year's grade boundaries in order to assess work by grades. These are compared to ALPS targets and if necessary additional feedback is provided to support students' resubmission of work.

## Homework

Homework is set weekly by for every student in the school. Homework in Maths is designed to develop independent learners that are able to identify skill gaps and take the necessary steps to fill them. From year 7 through to 13, the homework platform is designed to teach students how to take notes, how to monitor their own progress and take ownership of their own 'skills' practice. All students are set one or two tasks on Hegarty Maths. These tasks both compliment and support the work being done in class or focus on specific gaps in the student's knowledge.

- Homework should take approximately 30 minutes to 1 hour a week.
- At KS5 students will be expected to complete a minimum of one substantial piece of homework per week which will approximately equate to 2 hours. Additionally they will be expected to complete class exercises and work through the accompanying course book.

Teachers may set other homework alongside their classwork as appropriate, however Hegarty homework will be set every week to maintain consistency and clarity for students, parents and teachers.

## English Faculty

### KS3

During the course of a unit of work (lasting a half term) students complete several key pieces. These pieces cover the range of skills assessed in English (based on the Key Stage 3 Programme of Study and the GCSE requirements). When marking work, teachers refer to the English Progression tracking sheet for each student and identify any skills they have met. Students could have 'demonstrated the skill but with support', 'demonstrated the skill' or 'excelled in demonstrating the skill'. There is a copy of each of these tracking sheets in the front of each exercise book.

The marks on this sheet are used to determine whether a student is working towards, at or above their age related expectations.

There are three levels of skills for each year group and students are on a specific flightpath based on their starting point. It is possible for students to exceed their flightpath and the sheets allow for this to be reflected.

### KS4 GCSE EDUQAS

For Key Stage 4 at least one graded, examination-related piece is marked per half term. This is taken into account in the student's DCP grade. It has detailed www (what went well?) and ebi (Even Better If...) feedback. This is moderated internally with constant reference the examination board's exemplar pieces. This means that the accuracy of student's raw mark is consistently applied, however, we are currently unaware, as is the case nationwide, of how this truly transforms into a 0-9 grade.

All pieces are marked using the in-house GCSE marking schemes, which are taken from the Eduqas syllabus.

### KS5 AS & A LEVEL

As with Key Stage 4, at least one piece of examination-related work per teacher will be submitted and marked. The examination board (AQA) mark schemes will be used for this purpose and, again, www and ebi feedback will be given. Each teacher has

investigated and studied the exemplar material from the board and, therefore, have a clear understanding of the raw mark allocations. DCP grades following mocks use the UMS system (alongside the most relevant year's grade boundaries) to give the most accurate grade available.

## Homework

In English, homework is used to consolidate new skills or knowledge, to research key information and to allow the teacher to ascertain the strengths and weaknesses of the students. All students are set homework each week, which is differentiated and relevant to the Scheme of work being studied.

### KS3

It is expected that homework at KS3 would take half an hour to complete. This could be made up of learning spellings, silent reading and a short writing task. At other times this may be one extended written task or research project.

### KS4

At Key Stage 4, we would expect students to complete an hour's homework each week. As with Key Stage 3, the content will change to ensure it is relevant, valid and insightful. It is also expected that, at Key Stage 4, students are taking responsibility for their own learning. Perhaps by, for example, re-reading a set text or creating revision notes.

### KS5

A lot of the work for the Key Stage 5 course is to be completed independently. We see the teachers as the facilitators of the subject, in that the teacher may exemplify how to, for example, analyse one text or one section and then there will be expectation that the student will go away and complete this for the other texts. These expectations will be made explicit to students. For English, 3 additional hours of work should be completed.

### Feedback

Across all three Key Stages feedback will be given constantly to students. For some tasks the teacher will sit and mark the work, or engage in live marking, with the students present, can take place. At other times, the student completing the task is more important than the content, in which case the teacher may test that the homework has been completed via a question and answer session.

## Science Faculty

### KS3

Students are assessed through end of topic tests (12 in Y7 and Y8 and 6 in Y9) based upon the Exploring Science Programme of Study.

Tests are marked by staff and 'www and ebi' comments made. Homework is marked through a mixture of self-assessment, peer assessment and teacher assessment. DIRT (Directed Improvement and Reflection Time) is then provided for students to make improvements.

All end of topic test results are recorded by students on tracking sheets in their exercise books and by staff on faculty tracking sheets.

### KS4

#### Year 10

Students are assessed through end of topic tests based on the Kerboodle resources. These are assigned a grade which is recorded by students on tracking sheets and by staff on the departmental tracking sheet. PLCs (Personalised Learning Checklists) are used by students after tests.

Resources are currently in development. An end of Y10 linear examination will take place and be graded.

The system will roll into Y11 with the current Y10 cohort and should mean between 40 and 48 end of topic tests across the key stage plus various linear tests.

Homework is marked through a mixture of self-assessment, peer assessment and teacher assessment. DIRT is then provided for students to make improvements.

### **Year 11**

Students are assessed through end of topic tests made from past paper GCSE questions and incorporating a Core Science Y10 GCSE question. These are assigned a grade which is recorded by students on tracking sheets and by staff on the departmental tracking sheet. PLCs are used by students after tests. Homework is marked through a mixture of self-assessment, peer assessment and teacher assessment. DIRT is then provided for students to make improvements.

Past paper examination questions are used in class to aid learning and examination practice. These are mainly peer and self-assessed with verbal or written feedback given from staff.

### **KS5**

Students are assessed through end of topic tests based on the Kerboodle resources. These are assigned a grade which is recorded by students on tracking sheets and by staff on the departmental tracking sheet. PLCs are used by students after tests. Feedback is given to students after every test and extra work / questions set if needed. Linear assessments and mock examinations will take place during Y12 and Y13. Y13 students will take tests and answer questions from the Y12 course throughout the year.

## **Homework**

### **KS3**

Homework is set once per week if 4 lessons are taught by one teacher. If classes are split (e.g. 2 lessons per teacher) staff set homework at least once every two weeks so students get an average of 1 homework per week.

### **KS4**

#### **Triple Science**

- Homework should be set as appropriate and average at least 1 per week.

#### **Core/Additional**

- Staff have 2 teaching lessons per week. They should set a minimum of 1 homework per 2 weeks and if possible/appropriate can set 1 per week.
- Students should average between 3 and 6 homeworks per 2 week cycle.

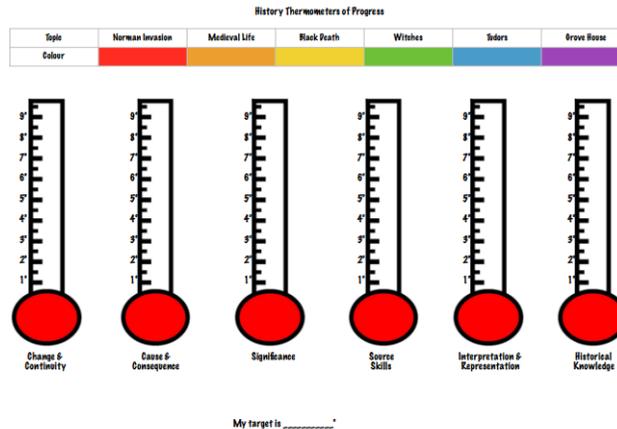
### **KS5**

Home learning should be set as appropriate though at least once per week

## **Humanities and Languages**

Student progress is monitored through assessed work linked to the key skills in History, Geography, RS and Languages. The skills measured at KS3 are based on those

required for accelerated progress at KS4. The skills have been mapped against a grading system using a thermometer system (1-9) and will be graded on whether they are making expected, accelerated or below expected age related progress. An example of the thermometers exercise book tracker is shown below:



Students will be expected to make 2 degrees of progress per year at KS3. They will be expected to track and monitor their own progress based on the degree of success in the skill areas. Detailed 'steps to success' will provide clear indicators of how students will be able to improve their attainment which are within exercise books and displayed in the classrooms.

We use each child's primary school (Key Stage 2) English and Mathematics results to create a starting point in Year 7 against which we will measure progress. Every child will be challenged to make accelerated progress over the course of their education.

This is how the assessment system works using a conversion of each child's primary school English and Mathematics below:

| Primary School English and Mathematics Standardised Score | Expected Starting Degree |
|---|--------------------------|
| 120   | 5                        |
| 115-119   | 4                        |
| 101-114   | 3                        |
| 100   | 2                        |

Over the course of KS3 students will be tracked through mini assessments and end of unit tests. Mini assessments will focus on small skill elements whereas end of unit tests will focus on testing all of the skills as they would be expected to be in KS4. After each assessment is completed data will be entered into the Faculty tracker where that will monitor progress in the skills across all faculty subjects. This will allow for targeted intervention where needed.

## Home Learning

Each subject area within Humanities will undertake the following amount of home learning each week:

| KS3       | Home Learning          |                        |                        |
|-----------|------------------------|------------------------|------------------------|
|           | Year 7                 | Year 8                 | Year 9                 |
| Geography | 3 pieces per half term | 3 pieces per half term | 3 pieces per half term |
| History   | 30 minutes/week        | 30 minutes/week        | 30 minutes/week        |
| MFL       | 15-30 minutes/week     | 15-30 minutes/week     | 30-45 minutes/week     |
| RE        | 2 pieces/half term     |                        |                        |

| KS4       | Home learning                   |         |
|-----------|---------------------------------|---------|
|           | Year 10                         | Year 11 |
| MFL       | 60 minutes/week                 |         |
| Geography | 60 minutes/week                 |         |
| History   | 45 minutes/week                 |         |
| RE        | 3 pieces of homework per topic. |         |

| KS5      | Independent Study          |
|----------|----------------------------|
| AS level | 180 minutes/week/subject** |
| A Level  | 180 minutes/week/subject** |

*\*\*Independent Study can be undertaken at school in study areas as well as at home.*

All home learning will be linked to the curriculum/exam specification depending on the Year group. The purpose of home learning within Humanities and Languages is to promote independence, develop the skills needed to ensure students meet their potential in all Key Stages and to build resilience within our students.

Home learning completion will be marked and monitored on a regular basis with feedback highlighting areas for improvement to be addressed during reflection time in class. Home learning will be differentiated where applicable.

## Expressive Arts & Sport

### KS3

The faculty is adopting a uniform tracking system which is based around the skills content of all our courses. The overall skills flightpath follows a PLC system with each skill broken down into 5 levels of difficulty. Every child will be given a subject specific flightpath based on their starting points which will have two differentiated sections; 'My Target' and 'Ambition'. This flightpath will have all the skills that will be delivered throughout KS3 so the students are aware exactly what is expected of them throughout KS3.

The students PLCs are colour-coded as follows:

- YELLOW (standardised score 78-88, entry/lower ability, 2c-3b)
- PINK (standardised score 88-110, middle ability, 3a-5c)
- BLUE (standardised score 110-130, upper/high ability, 5b-6a)

At various stages throughout the courses, students will review their PLC to tick which skills they have confidently gained in the My Target section and identify the next step through the Ambition target. Their progress will be measure against their starting point (*coloured sheet*) and mapped against a 5 year tracker which every member of staff has in their tracking folder. This information will then be used at school DCP to identify which students are currently, *Not Achieving*, *Meeting* or *Exceeding* their target.

### **KS4/5**

Every piece of assessed work is graded against the specific criteria from the examination board to ensure that predictions are accurate.

#### **KS4 Music & Drama**

An electronic tracking sheet is used for each student with every assessment/coursework example marked against exam criteria. These scores are recorded in the relevant UNIT and RAG (Red, Amber, Green) to give the students a visual representation of their progress. Over the two years of KS4 the students should see their grades moving more into the Green of the RAG system.

Students are also given differentiated worksheets/revision which are printed on the same colour coded sheets as KS3 (Yellow, Pink, Blue) based on their starting points. This will allow for a visual continuation of tracking from year 7 – 11 with a system that the students are used to.

#### **KS4/5 Art**

A PLC is given to each student, broken down into each Area of Study (1-4). These PLCs are kept in the students' portfolio and can be referred to. Each Assessment Objective also has the total marks displayed so that the teacher and student can keep a record of marks awarded. Each student is also given a termly planning sheet which outlines the content of each week and the homework set/due.

#### **KS4/5 Sports**

Students monitor their progress by using tracking sheets (PLCs) Assessment is ongoing working through pass, merit and distinction criteria. For the exam element students sit an end of unit test made up of past exam questions and then mark schemes and examiners reports are used to mark. Each unit test is a continuous building block eg, unit 1 test and then for unit 2 the test will still incorporate unit 1 work as well, unit 3 test will also incorporate unit 1 & 2 work etc. All students receive detailed written feedback and then given time to respond to this feedback.

### **KS5**

For the new examination element of the new spec (Y12) students will sit an end of unit test and where possible these will be examination questions and mark schemes and examiners reports used to mark.

### **Homework**

#### **Music**

KS3: 2 pieces of homework per half term (mostly theory based).

KS4: 1 piece per fortnight; either theory or practical dependent on coursework requirements.

#### **Drama**

KS3: 2 pieces of homework per half term.

KS4: Set when required due to coursework schedule. Either theory or practical.

### Art

KS3: 1 piece per fortnight.

KS4: Timetable of weekly homework given to the student every half term.

KS5: Timetable of homework given to the student every half term.

### Sports

KS3: Students are expected to be completing at least 60 minutes of moderate and vigorous physical activity per week. Also at least 3 days a week these activities should involve exercises for strengthening muscles, such as push-ups.

KS4/5: The vast majority of homework is students completing set coursework. Students are given a deadline and then the responsibility of organising their time to complete their independent study is down to them.

### Social Sciences and Technology (SS&T)

KS3: Students will complete a baseline assessment on entry. This will be used to establish their starting point for each subject area. In addition, the use of KS2 standardised and fine scores will be used to calculate and inform each child's estimated grade at the end of KS4. Students will be expected to make 2 increments of progress each year.

Students will receive an individual 'flight path' that will plot their expected progress at lower, mid and upper Key Stage 3 levels. This will take the form of increments from 1 -9. Students and teachers will be expected to map progress directly against the learning grid which links directly with the Programme of Study for each subject area.

| Primary School English and Mathematics Standardised Score | Expected Starting Increment |
|---|-----------------------------|
| 120   | 5                           |
| 115-119   | 4                           |
| 101-114   | 3                           |
| 100   | 2                           |
| Less than 100   | 1/ W1                       |

Each increment also represents students' outcomes at GCSE should the current rate of progress be maintained. To ensure accuracy within each increment, teachers and students will also use a lettering system to indicate the level of knowledge being demonstrated within each increment. For example, a student working towards increment 3 would be displayed as W3. See below:

|   |                              |
|---|------------------------------|
| W | Working towards expectations |
| M | Meeting expectations         |
| E | Exceeding expectations       |

### Homework

Each subject area within SS&T will undertake the following amount of home learning each week:

| <b>KS3</b> | <b>Home Learning</b>   |                        |                        |
|------------|------------------------|------------------------|------------------------|
|            | <b>Year 7</b>          | <b>Year 8</b>          | <b>Year 9</b>          |
| D&T        | 3 pieces per half term | 3 pieces per half term | 3 pieces per half term |
| Computing  | 2 pieces/half term     |                        |                        |
| Food       | 2 pieces/half term     |                        |                        |

| <b>KS4</b>        | <b>Home learning</b>     |                |
|-------------------|--------------------------|----------------|
|                   | <b>Year 10</b>           | <b>Year 11</b> |
| D&T               | 60 minutes/per fortnight |                |
| Computing         | 30 minutes/per fortnight |                |
| Food              | 60 minutes/per fortnight |                |
| Child Development | 60 minutes/per fortnight |                |
| Business Studies  | 60 minutes/per fortnight |                |

| <b>KS5</b> | <b>Independent Study</b>   |
|------------|----------------------------|
| AS level   | 180 minutes/week/subject** |
| A Level    | 180 minutes/week/subject** |

\*\*Independent Study can be undertaken at school in study areas as well as at home.