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Learning, Teaching and Assessment Policy- the implementation of the curriculum

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Date: September 2021

Reviewed by:

Next review: November 2023

HoD = Head of Department

HOY = Head of Year

SLT = Senior Leadership Team

SEND = Special Educational Needs & Disabilities

Aims:

This policy aims to provide a clear direction to teaching staff in their professional responsibilities regarding the implementation of the curriculum in the classroom so all pupils receive their entitlement to high quality learning opportunities that result in rapid and sustained progress being made. Woodside High School is committed to providing all pupils access to excellent learning opportunities in order that they may be successful adults. All teachers are responsible for ensuring that they meet the expectations of the National Teacher Standards.

Principles

- All teachers are leaders of curriculum implementation who demonstrate through their own example that they are lifelong learners. We use this learning to support the continual improvement of classroom practice and thereby contribute to the school improvement strategic plans.
- Professional development is essential for supporting all adults to develop their own learning.
- Teachers take an active interest in and responsibility for developing their teaching practice, and are supported by the school to do this.

Part of the

Mulberry
Schools Trust



Framework for Teaching & Learning

Good teaching and learning is characterised by the following key principles (see Woodside Teaching Standards in Appendix 1 for further details) and all lessons should reflect these standards:

1. High Quality Planning
2. High Expectations and Classroom Routines
3. Progress
4. Effective Questioning
5. Differentiation
6. Assessment for Learning
7. Active Learning

- Classroom teachers are responsible for the progress of all learners in their classes and for constructing their own professional development.
- This is achieved by:
 - self-evaluation of their subject knowledge and understanding of educational initiatives and statutory changes;
 - self-evaluation of the quality and effectiveness of their own implementation of the curriculum, classroom practice and classroom management;
 - Monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;

Expectations for lessons:

Lessons are planned to meet the needs of each class

- High expectations for all students
- Clear, valuable learning objectives for students
- Success criteria confirm the quality of outcomes expected
- Links made to previous learning
- Questioning is personalised and targeted to deepen and secure knowledge
- Effective classroom discussion involves all students
- Appropriate differentiation ensures support and challenge for all
- Students actively engaged in the lesson and curious in their learning

Clear routines support positive behaviour for learning and inclusivity

- Teachers model punctuality at the start of lessons
- Calm and orderly start and exit
- 'Do now' tasks presented on the board at the start of the lesson
- Positive and safe learning environment, upheld by staff and students
- Consistent use of praise, SIMS positives and communication with home
- Negative behaviour is consistently followed up and recorded on SIMS with appropriate actions
- Retrieval practice is used to deepen student knowledge and consolidate student learning
- Explicit teaching of vocabulary
- AFL is fully embedded into all lessons
- Appropriate pace, with time planned for each task
- High expectations of work completion

Feedback to students enhances student progress

- Books are marked, in line with the whole school Feedback policy
- Misconceptions are addressed
- Literacy errors are addressed and corrected
- Feedback is focused on students' learning goals
- Feedback is clear about what the student has achieved and how they can improve, linked to learning goals
- Students have opportunities to reflect on learning and to respond to feedback

The student learning file is kept by each teacher

- Includes at least: SEND and medical information, KS2 data, current and historic data drops and identifies students in receipt of pupil premium
- Learning passports for SEN and SEMH students as set by statutory documents, the school SENCO and Head of Year identifies specific students' barriers to learning or gaps in knowledge and specific strategies to address these in order to support rapid progress and independence for all students.

Displays

Classrooms should be professional places of learning and as such, displays should be high quality, presentable and be useful part of the student learning process.

Continuous Professional Development

The school is committed to providing staff with support to develop them in their role, we currently offer:

- A bespoke coaching programme, focused on pedagogy
- 5 staff training days
- 6 'Twilights' throughout the year for relevant training
- 'Teaching Takeaways' every Wednesday - Sharing good practice
- External training linked to the School Improvement Plan
- Department opportunities to share good practice
- After school CPD for ITT/ECTs with experienced colleagues

Incremental Coaching Programme

As part of our CPD offer the school runs an incremental coaching programme for all classroom staff and teaching assistants. Beginning teachers including ITT/ECTs follow a separate programme of mentoring and are not part of the coaching programme (refer to the ECT policy). Coaches have been selected from across the school due to their excellence in teaching and communication skills. Coaches come from a variety of backgrounds in regards to their subjects and position within the school community. The programme is purely developmental and aims to develop the teaching practice of colleagues in a supportive but challenging way.

Quality Assurance

The school expectation is that all teaching should be at least good and remains consistently good or better. Woodside High School provides a quality CPD programme throughout the school year with the aim of continuously improving the quality of teaching.

Where teaching is not consistently good this will be picked up through the Quality Assurance processes within the school. We have six learning walk cycles during an academic year using agreed school criteria with a shared focus, which are scheduled in the annual school calendar. The outcomes are shared with colleagues and inform individual, departmental and whole school professional development.

Once a half term an area of whole school practice will be reviewed. This will involve learning walks,

Initial Concerns and Support

If there are concerns about the quality of teaching during learning walks the member of staff should be notified of the concerns, reminded of the Woodside teaching standards and advised they will be observed again through a second learning walk, which should take place as soon as possible but not later than a week after the first learning walk.

If the outcome of the learning walk is that teaching is at the required standard, the teacher will continue to be observed as part of the whole school learning and teaching monitoring cycle.

If the outcome of the learning walk is that teaching is not at the required standard, the teacher will be informed of the concerns and begin an individualised support plan, support plans are managed by a designated member of staff.

If a Head of Department or SLT line manager has concerns regarding teaching and learning outside of the lesson observation cycle the teacher can be asked to begin a support plan at which point the teachers participation in the coaching programme will be paused.

The Teacher Support Programme aims to: provide on-going support, opportunities to share best practice and encourage self-reflection.

The teacher will:

- Set targets with their mentor and the SLT link; the mentor will be an experienced teacher or middle leader
- Meet weekly with their mentor; be given opportunities for peer observation; and have informal observations with feedback, all of which support the teacher to improve their teaching.

At the end of the programme the teacher will then have a formal observation with the mentor and SLT lead. If their teaching is of a good standard they will have successfully completed the support plan and will be monitored through the whole school monitoring cycle.

Not Meeting standards - can lead to the capability process

Practices : Assessment and Feedback

The School defines assessment as:

- teachers making decisions about where pupils are in their learning (based on their oral and written contributions) and providing feedback to them about their progress and how to achieve their targets. This is to be done in writing and as part of a learning dialogue.
- teachers tracking pupil progress to inform their lesson planning and delivery of lessons.
- teachers determining what steps need to be taken to ensure that their pupils make good progress.

Assessment is at its most effective when it is used formatively to structure learning (Assessment for Learning) and to provide the material for a useful dialogue between teachers, pupils and parents. The Woodside High School assessment system is clearly understood by all interested parties and it requires

everyone to have a clear understanding of pupils' potential levels of achievement, to know their starting points and to work together to close the learning gap over the course of time.

Feedback and Assessment is most effective when;

- Assessment for learning takes priority
- it makes extensive use of baseline data: This takes the form of prior attainment Information (KS2 outcomes, year 7 CAT4 tests and progress tests) and runs parallel to data which measures potential (Fischer Family).
- this data is widely known: Every teacher has a marksheet in SIMS containing baseline data and space for recording assessment. They then use this data to plan lessons and set targets for improvement. Parents are informed about their child's progress through progress on a termly basis and at parent evenings
- Teachers use this termly summative data, together with the regular formative information that they are gathering on a lesson by lesson basis, to plan and adapt lessons
- the data is used actively to raise standards: Attainment targets for individual pupils will be based on prior attainment. For years 7 to 11 targets are calculated from Fischer Family estimates based on end of KS2 assessment data in Reading and Maths. Targets are set aspirational by using 5th percentile estimates e.g. the grade likely to be achieved in schools that make progress in the top 5% of all schools. These targets are monitored at pupil, teacher and subject level and contribute to the School's targets.
- grades and targets are familiar to pupils in KS4. Subject GCSE grades are referred to by teachers to help pupils understand how to make progress and advice and guidance on making progress is given through feedback. Pupils will be taught how to develop self and peer assessment to help them make progress.

Evaluating, Monitoring and Review

Monitoring the quality of education-implementation

- The quality of education implemented in the classroom will be regularly monitored.
- School leaders will undertake monitoring across all subjects as indicated below.

Department monitoring, evaluating and reviewing:

All Departments carry out a half-termly focus using book scrutiny, learning walks and student focus groups. The focus is identified in response to data drop analysis and KS3/KS4 results. This informs actions for Heads of Department through support training or support for individual staff or at a Department level.

Learning walk

- a Learning walk is an unannounced short visit to a lesson to monitor progress against calendared themes and school improvement priorities. These will capture the typicality of the quality of teaching, learning and assessment over time.
- Learning walks may take the form of a quick five minute drop in or a longer learning walk looking at specific practice
- a learning walk form will be completed against the relevant theme
- A copy will be given to the Head teaching and learning and the head of department
- learning walks conducted by the senior leadership team are recorded.

- learning walks are used to inform improvement and individual, departmental and whole school CPD.

Work scrutiny

- At each half-term there will be a book and folder scrutiny to look at the progress of key groups as identified in the school SIP involving a cross range of teaching staff
- Work scrutiny is a standard part of all learning walks and reviews
- the strengths and areas for development will be feedback to staff
- Departmental work scrutiny will also be conducted by Head of Department to inform departmental CPD and ensure that there is consistency across the department or as part of a whole school monitoring and evaluation process
- The Heads of department will conduct learning walks to support practice

This policy links to the following policies and procedures:

Appraisal Policy

Departmental Presentation Policy

Feedback Policy

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WOODSIDE HIGH SCHOOL

The Teaching Standards

1. Planning



- ✓ Key concepts/skills for the lesson clearly outlined
- ✓ Learning objectives are: clear, differentiated, measurable & realistic
- ✓ 'Every minute counts' – 'Do now', slick activity changes, no dead time



2. High Expectations & Routines



- ✓ Seating plan plays to student strengths (Mint class)
- ✓ Clear expectations, Modelled by the teacher are praised & challenged
 - ✓ Student work is high quality and well presented
 - ✓ Start: Meet & Greet / End: End & Send



3. Progress



- ✓ Students' progress both within the lesson and over time
 - ✓ Progress of every student is clear & measurable
 - ✓ Learning is 'chunked' and has a strong pace.



4. Questioning



- ✓ Teacher chooses who answers what question
- ✓ Questions that stretch/deepen & check understanding
 - ✓ A range of different questioning is used



5. Differentiation



- ✓ Students are challenged based on their ability
- ✓ An inclusive classroom with all student needs considered
- ✓ Utilise strategies in learning passports when planning



6. AFL



- ✓ All students learning is frequently checked in the lesson
- ✓ A range of tools are used to check understanding
 - ✓ Re-teach concepts where knowledge is weak



7. Active Learning

- ✓ Activities are well planned with opportunities for collaboration
- ✓ Tasks make everyone 'think' not keep them busy
 - ✓ Students are engaged with their learning



