

Woodham Academy Policy Document



Teaching and Learning Policy (incorporating Marking, Assessment & Feedback and Homework)

Summary

Woodham Academy is committed to ensuring that all students are able to achieve their potential and beyond, within an ethos of unconditional mutual respect as reflected in our school mission “Achievement for All”.

We know that high quality learning experiences for students are our core business. We recognise that good teaching which stimulates interest and engages students, which allows all students to make good progress, and which leads ultimately to successful outcomes is the foundation of these high quality learning experiences. Learning is the most important part of any lesson. Teaching must facilitate this learning through a variety of means.

This Teaching and Learning policy acknowledges the inter-related aspects of planning, assessment, marking, the use of data and reporting, in addition to good practice in key teaching methods and skills such as questioning, explaining, modelling, variety in tasks and clarity of objectives, in helping our students to achieve.

Date adopted **October 2016**

Review date **Annually**

Last Reviewed **October 2017**

1. Principles

Woodham Academy is committed to ensuring that all students are able to achieve their potential, within an ethos of unconditional mutual respect as reflected in our school mission “Achievement for All”.

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This Teaching and Learning policy is based upon the following set of principles:

- All staff and students have the right to expect unconditional mutual respect
- Our teaching and support staff is comprised of dedicated professionals who are reflective practitioners, committed to improving practice
- Learning is the most important aspect of any lesson – teaching must facilitate the learning
- Students learn best when they are well taught, and when they feel safe and secure
- Thorough and accurate assessment data should be used to inform planning and classroom practice
- A consistent, transparent approach to some agreed basics, such as presentation of work, helps students to achieve
- A consistent, transparent approach to structures such as in Schemes of Work facilitates sharing of good practice

2. Aims

We acknowledge that many of the aspects of Teaching and Learning are interconnected with Behaviour for Learning, and that our ability to begin to plan appropriate learning experiences begins with the development of a well planned, considered

and appropriate curriculum. We have separate policy documents that cover Behaviour for Learning and Curriculum Development. This policy will not replicate content within those policies, unless it is absolutely necessary for the reader to understand the context.

This policy aims to:

- Re-iterate the inspectorate view of what constitutes good learning and teaching
- Provide a framework for basic lesson expectations
- Encourage sharing of best practice between teaching and support staff
- Encourage teachers and support staff to further expand their teaching repertoires
- Provide guidance on the expectations for planning of courses, units of work and lessons
- Provide a basis upon which departments can develop their own processes for embedding assessment for learning
- Make explicit our expectations for presentation of work, marking of work and homework
- Provide guidance on how we use the Star Potential targets and Rising Stars data
- Make explicit how the school will monitor Teaching and Learning
- Promote consistent best practice

3. Ofsted's descriptions of GOOD Learning and Teaching (from Sept 2015)

In lessons where Learning and Teaching are GOOD, Ofsted will expect to see:

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers promote equality of opportunity and diversity in teaching and learning.

4. A note on lesson format

Although we do not have a strict specified format, we do have shared expectations about how lessons should be conducted. Teachers use The Woodham Way when planning lessons. This premise stimulates teachers to plan engaging, exciting and stimulating lessons, where they facilitate the learning process, rather than always leading it. We know that sometimes it is inappropriate to stick to a specified format, and that staff will use their professional judgements to ensure that student learning remains the central focus of all lessons:

In general, for lessons, we expect that:

- Lesson objectives and success criteria will be shared with students
- Activities will be planned which are interesting and engaging
- Work will be challenging and pitched at the correct level for students
- Barriers to learning will have been identified and planned to be overcome
- Students will have a chance to reflect on their learning and the progress they have made towards success criteria/lesson objectives
- Student progress will be measured in relation to lesson objectives and success criteria for the lesson

- The start of lessons should be clear, purposeful and brisk.
- Tasks and activities should be chosen to support the learning objectives.
- The lesson should have pace, and all students should be able to demonstrate good progress within the lesson.
- The teacher should use appropriate assessment strategies to ensure that all students are learning and making progress

5. Teaching

“Effective teachers are confident that they can make a difference and that the difference is made by increasing their own teaching repertoires and the learning repertoires of their students. Put simply, powerful teachers believe that all children can learn and that they can teach all children. More pertinently, they convey this message to their students”

(Joyce & Showers (1991:12) quoted by Hopkins (2001:71)

As teachers and support staff, we all have preferred ways of working and our own particular styles. As professionals, it is our responsibility to ensure that we use a wide range of teaching methods, skills, and techniques to ensure that all students learn and make good progress.

Teachers will:

- Be pro-active in their own professional development, ensuring that they continue to develop their teaching repertoires, working with colleagues as appropriate to share best practice
- Keep up to date with subject knowledge and developments in the curriculum
- Deliver lessons with clarity, enthusiasm and pace
- Share learning objectives and success criteria with students
- Ensure that lessons provide sufficient challenge, and that learning objectives and expected learning outcomes increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills
- Ensure that lessons and sequences of lessons include a range of activities and tasks that appeal to different types of preferred learning styles
- Ensure that tasks and activities chosen support the learning objective
- Model activities and processes, making their thinking and decision-making explicit to students
- Provide exemplar work and provide appropriate levels of scaffolding to support students' learning
- Where appropriate, share the expected success criteria with the students
- Use a variety of questioning techniques to probe and develop students understanding
- Promote active listening, inviting a range of different responses and building in time for reflection
- Provide opportunities for success for every student and seek frequent opportunities for praise, in line with our Behaviour for Learning policy
- Provide opportunities for students to develop as independent, inquisitive learners
- Demonstrate flexibility in their approach
- Give constructive, positive feedback on work in progress and mark work regularly (see Section 7)
- Build in time for students to respond to feedback, and where appropriate, act upon advice given
- Set a variety of homework tasks to deepen, consolidate, develop or initiate learning (see Section 10)

Learning Objectives and Learning Outcomes

A common pitfall in the sharing of learning objectives is to identify what students are going to **do** in the lesson, rather than what they are going to learn.

Learning objectives can be categorised into different types, and common stems can be used to share them with students, for example:

By the end of today's lesson you will:

- **know that** ... (for knowledge: factual information, such as names of people or equipment, places, symbols, formulae etc.);
- **understand how/why** ... (for understanding: concepts, reasons, effects, principles, processes etc.);
- **develop / be able to** ... (for skills: using knowledge, applying techniques, analysing information etc.);
- **develop / be aware of** ... (for attitudes and values: empathy, caring, sensitivity towards social issues, feelings, moral issues etc.);
- **explore and refine strategies for** ... (creating, designing, hypothesising, exploring alternatives).

Bloom's Taxonomy gives us a framework for the progression between cognitive stages of development. Attaching verbs to each of these stages helps to define the **learning outcomes**.

1. **Knowledge** - identifies, names, defines, describes, lists, matches, selects, outlines, recognises, states, measures, labels
2. **Comprehension** - classifies, explains, summarises, converts, predicts, distinguishes between, extends, generalises, paraphrases, translates, transforms, illustrates
3. **Application** - demonstrates, computes, solves, modifies, arranges, operates, relates, employs, classifies, predicts, transfers, uses, changes
4. **Analysis** - differentiates, diagrams, estimates, separates, infers, orders, subdivides, discriminates, distinguishes, identifies, deduces
5. **Synthesis** - combines, creates, formulates, designs, composes, constructs, rearranges, revises, compiles, summarises, generates, relates
6. **Evaluation** - judges, criticises, compares, justifies, concludes, discriminates, supports, appraises, assesses, contrasts, relates

We do not expect students to progress from one stage to the next, but using this hierarchy does allow us to clearly frame our expected outcomes for each lesson, and for individual students. In addition where appropriate, teachers may choose to refer to the psychomotor or affective taxonomy when defining their outcomes.

Differentiation

“That students differ may be inconvenient, but it is inescapable. Adapting to that diversity is the inevitable price of productivity, high standards and fairness to the students”

TheodoreSizer

A definition

“Differentiation is the process whereby teachers meet the need for progress through the curriculum by selecting appropriate teaching methods to match the individual student’s learning strategies, within a group situation”

Visser 1993

It is the responsibility of the teacher to ensure that all students are able to learn and make progress. Teachers can differentiate to meet the needs of their students by:

- Adapting tasks
- Adapting resources
- Having different expected outcomes*
- Providing support
- Changing the environment
- Differentiating by choice
- Differentiating questioning
- Adapting the context of the lesson

Where a student has been identified as having special needs and is on the SEN register, teachers should ensure that they refer to and take account of the student profile when planning. Similarly, if a student has been identified as More Able and Talented, teachers should ensure sufficient stretch and challenge has been planned into lessons.

Note:

In some subject areas, students are set according to ability within the Pathway. This does not remove or negate the need for differentiation within lessons, as even within a setted group, there will still be a range of abilities, students at different stages of cognitive development and maturity, with different learning styles or with particular needs.

* This does not mean that “differentiation by outcome” is setting the same task, and seeing how far or how much the students can achieve. As far as is possible without stifling any creative process, teachers should have PLANNED different expected outcomes appropriate to the student’s learning needs.

6. Planning frameworks

High quality planning underpins high quality learning.

All departments must have a Scheme of Work for each course that they deliver. A Scheme of Work is a working document which outlines how the course or programme of study will be delivered and how the skills assessed fit within the doddle framework. Each scheme of work will be reviewed and updated on a regular basis to ensure that it is up to date.

See Appendix A for SOW overview.

In addition to these planning frameworks, teachers will be expected to record the basic content of their lessons within their teacher planner, so that progression through the Scheme of Work can be tracked. Any deviation from the planned Scheme of Work should also be identified within the teacher planner.

The Schemes of Work must be available and accessible to all members of the department and the member of the Leadership Group with line management responsibility for the department. Heads of Department maintain the responsibility for ensuring that Schemes of Work are appropriate and up to date, and will co-ordinate the departmental team in ensuring that they are reviewed regularly.

Teachers are not normally expected to write full lesson plans on the Woodham Academy lesson planning pro-forma (Appendix B) except in the case of formal lesson observations, inspections, or as requested by a member of the Leadership Group. Newly Qualified Teachers may be required to produce full lesson plans by their subject mentor, Head of Department or professional mentor.

7. Marking and Feedback

We should be clear from the outset that we do NOT expect every single piece of work to be marked, however we DO recognise the need to:

- Embrace the principles of AfL (see section 8)
- Acknowledge students' work and achievements on a regular basis
- When work is to be formally assessed, share the assessment criteria with the students
- Give constructive feedback which clearly tells the students how they can improve their work and / or attainment level
- Share with students their current working level
- Ensure that appropriate assessments are used to inform Progress Checks each term. As far as is practically possible, assessments should mirror GCSE (KS4) or National Curriculum attainment targets (KS3)
- Moderate assessments across the department to ensure consistency of standards
- Share with students the "big picture" - particularly in Key Stage 4 or any course that leads to a qualification, so that students are clear about their overall progress towards their final outcome in each subject
- This should be done via PEN stickers with students making improvements in green pen

Minimum Expected Standards.

- Every cycle (8 weeks) at least two pieces of work are marked in depth¹ using PEN stickers and assessed against assessment criteria. (This will be within 2 weeks of work being completed by the students) One of these pieces might be the formal assessment. Staff should share with students which piece(s) of work will be marked. These pieces of work should be clearly outlined in Departmental Schemes of Work.
- All other work should be marked regularly for literacy and graded with an effort grade within two weeks of completion.
- Students should respond to PEN feedback by making improvements in green pen.

NB. Please note, these are the minimum expected standards and if students are not making expected progress it may be necessary to offer more specific feedback more regularly through PEN marking. This may be required following an analysis of data at the cyclical Progress Review Meetings.

Heads of Department should make clear their own expectations for their subject area and for the range of courses that they deliver.

HOD will carry out a review of students' exercise books twice per cycle through teaching and learning monitoring. This will be carried out with their leadership link. Leadership Group will also conduct weekly monitoring of students work, including marking and feedback.

¹ Deep marking should identify and praise what the students have done well as well as identifying areas of weakness or areas for development to help students master knowledge and skills. Next steps should be specific and developmental to allow students to demonstrate that they are making good progress by developing their knowledge and understanding or a particular skill area. Marking will also encompass marking for literacy, commenting on presentation and work ethic.

8. Rewards and Praise

Exceptional effort and achievement will be valued and recognised through the use of the schools rewards system. These can be seen by parents when they look at the portal. Teachers should refer students to heads of department, heads of year, and to members of the leadership group for praise relating to exceptional effort and achievement.

9. Assessment for Learning

We are committed to developing and fostering an ethos that equips learners with the desire and capacity to take control of their own learning, take more responsibility for independent learning and ultimately their own achievements. We are therefore developing our planning and our practices to encompass the principles of Assessment for Learning (AfL). It is a fundamental and natural part of every teacher's toolkit. As a school, we are committed to sharing good practice, experimenting with different techniques, and starting the process of embedding high quality AfL into our lessons. AfL includes written and oral assessment of students, and feedback about their progress.

The 10 principles of Assessment for Learning (taken from QCA – Research based principles of assessment for learning to guide classroom practice)

“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners and their teachers are in their learning, where they need to go and how best to get there.

- AfL is part of effective planning
- AfL focuses on how students learn
- AfL is central to classroom practice
- AfL is a key professional skill
- AfL is sensitive and constructive
- AfL fosters motivation
- AfL promotes understanding of goals and criteria
- AfL helps learners to know how to improve
- AfL develops the capacity for self assessment
- AfL recognises all educational achievement”

These Principles are included in more detail in Appendix H.

As a school, staff we are committed to securing the benefits of the AfL principles for our students, whilst keeping the workload and time demands of detailed marking reasonable and manageable for teachers and support staff. We are therefore working towards identifying the best practice, which will then influence future policy reviews on marking and feedback.

10. Developing literacy skills

We all have a responsibility to develop and nurture the literacy skills of our students, and we recognise that students will benefit from a collective and consistent approach, particularly those who have literacy difficulties and who may be sensitive to having frequent errors pointed out to them.

Marking for Literacy

All written work should be marked for literacy, using the following guidelines. Codes should be written in the margin as follows:

Spelling errors

- Sp** Select a **maximum of three** common English spelling errors to highlight. Underline the word that has been spelled incorrectly, and write the code in the margin. The correct spelling should be written by the teacher either in the margin or at the end of the piece of work. If an error is repeated, it should only be identified once.
- Subject specific terminology incorrectly spelled should be identified
- Inappropriate use of “text speak” should be underlined and highlighted as a spelling error.

Sentence structure

Students should be encouraged to write using a variety of sentence structures, using commas, other punctuation and connectives where appropriate.

// Should be used to indicate that a new paragraph should be used.

- Punctuation missing, or incorrectly used, should be circled.

Incorrect use of lower or upper case

Where a student incorrectly uses lower or upper case, this should be underlined and corrected by the teacher. If the same error is repeated, for example through the repeated use of lower case at the beginning of a sentence, the teacher should comment upon this.

Use of standard English

In general, when students are giving verbal feedback or answering questions, teachers should try and encourage the correct and appropriate use of standard English. However, this should be done sensitively so as not to discourage students from contributing. As with written English, students should be encouraged to give extended answers where possible, using a wide range of vocabulary as appropriate.

11. Homework

Homework plays an important part in students' learning. We believe that students ultimately should take responsibility for their own learning and that learning outside of the classroom, homework, supports learning in school. Students, therefore, must see the need to take all learning seriously and build it into their study programme

Departments will maintain responsibility for developing their planning and Schemes of Work to include the most appropriate homework to support student progress.

In Key Stage 3

- Students in years 7 – 9 will be given homework in three subjects per week. This homework will help consolidate the learning students have been covering in lessons.
- Homework will be planned in advance and quality assured by Heads of Department and Heads of Learning.

In Key Stage 4 departments will set a weekly piece of homework. This may include :

- An extended task to be completed over a number of weeks
- Tasks as part of publicised booklets
- Completion of aspects of interactive web-based programmes (e.g. MyMaths) NB departments should have arrangements in place for students who do not have access to the internet at home
- Attending extra learning activities at lunch time or after the end of the school day.

Subject teachers will maintain responsibility for ensuring that homework is set in line with the published timetable, and that it is regularly checked for completion and marked. In Key Stage 3 teachers will have the responsibility for monitoring and recording the completion of homework. Subject teachers will have the responsibility to record homework on the appropriate marksheet on SIMS.

Learning tasks can be set:

- To reinforce concepts
- To develop skills
- To consolidate classwork
- To extend knowledge
- As part of the AfL improvement cycle

Teachers should:

- Plan homework tasks as a structured part of student learning - it should be as varied, differentiated and demanding as any class based activity.
- Set homework tasks in line with the published timetable – and ensure students have recorded it in their planner
- Keep a record of all homework set
- Mark homework regularly – follow up non-completion promptly
- Keep a record of all homework completed – and use the data to inform Rising Stars grades as appropriate
- Work with the SEN department to ensure appropriate homework is set for students with SEN
- Record and celebrate exceptional homework on the SIMS system
- Record and deal with any students who fail to produce quality homework

Teachers should make sure that students:

- Take responsibility for ensuring that all homework is completed to the best of their ability
- Take responsibility for meeting homework completion and handing in deadline
- Complete all homework at home or outside school lesson times

The quality and quantity of homework set and completed will be monitored by Heads of Department, Heads of Learning and members of the Leadership Group. The homework 'flowchart' and timetable will be updated annually, and recorded in the staff handbook. This will be monitored and amended by the allocated member of the Leadership Group.

12. Presentation of work

We believe that all work within books or portfolios should be completed to a high standard, that students should be encouraged to take pride in their work and how that work is presented. We have therefore adopted the following set of guidelines for acceptable presentation of work. These guidelines are shared with students in their planners, and through classroom displays.

Presentation guidelines

- All written work in exercise books or coursework folders should be neatly presented.
- All work should be dated and have a title. The title should be underlined using a ruler. The date should be written in the form Day, Date, Month for example Tuesday 3rd January
- Written work should always be completed in blue or black pen.
- Diagrams and drawings should be in pencil.
- A ruler should be used for drawing all straight lines e.g. drawing of apparatus in science, shapes and tables in mathematics etc.
- Where a student has made an error, the work should be crossed through with a single line. There is no need to scribble out work. Students should NOT use Tippex.
- Books should be kept graffiti free. Students will be required to cover their books if they are defaced.

Subject teachers should take responsibility for reinforcing these guidelines regularly. Heads of Department and the Leadership Group will monitor presentation of work and books as part of their routine departmental monitoring.

13. Internal Assessment Processes 2016-2017

The school has a rigorous system for internal assessment that follows cross-school procedures. Each student is allocated an Expected and Target grade for each subject studied. These are named accordingly. Typically, three or four times a year, depending on age group, the school conducts a review of progress towards targets. These reviews are referred to as Progress Checks and also inform about effort, behaviour and homework as well as progress. Assessment weeks are scheduled to inform these data captures, allowing teachers to identify areas of strength and development. Intervention at all age groups is then applied accordingly.

Progress checks are used to inform and report to parents, detailing targets, attainment, homework, effort and behaviour in each subject. One report per year is accompanied by a written report booklet which provides a commentary and strategies for improvement in each subject.

Progress Checks are used internally to inform departmental planning, strategies and intervention. On a year group basis, the reviews are used to identify support and intervention packages for groups of students and individuals. These interventions are conducted under the auspices of the Heads of Learning and the school's Learning Centre. The checks also allow us to recognise and celebrate success, not least through the gaining of house points. Analysis of the data produced is conducted by Heads of Learning alongside Alan Brack, with reference to the year group's LG Link.

Expected & Target Grades

All students enter secondary education with a scaled score, based upon their progress and performance in primary school. This score typically ranges from 80 to 120 and is based upon maths and English (including SPAG and reading)

**Due to the significant changes in school data / entry data, it will be possible later in the academic year to give a more accurate prediction based upon individual profiles.*

Departments have created a range of bespoke curriculums using the Doodle programme. This uses a set of descriptors, linked to GCSE specifications, in order to provide a scaled route towards expected grades. The allocation is based upon low, middle and high entry profiles, all of which are designed to achieve the correct outcome at the end of year 9. Heads of Department and classroom teachers are responsible for the allocation of the correct curriculum pathway.

Year 9 Target Review

Following the completion of year 9, students' progress will be judged based upon their own performance for their allocated pathway. Those students who are making beyond expected progress will be given a Target Grade above their expected. Those in-line may well be given a target which slightly challenges their Expected Grade. Those students who have failed to make expected progress in years 7,8 & 9 will have a matching Expected and Target grade.

Key Stage 4 Attainment

The scheme for Key Stage 4 is an extension of those outlined in Doodle, so that ultimate outcomes can more easily be anticipated. The grade awarded will be indicative of what should be achieved at the end of the course, based on the current rate of progress. It projects forward, and, as such, is more useful than a "working at ..." grade, allowing raising achievement strategies, including intervention programmes, to be devised. For a successful outcome, the attainment grade should match (or exceed) the Expected Grade, and often the Target Grade throughout the course. To break progress down even further, each grade, is subdivided down into three categories:

Year 10 & 11

6a Should be absolutely secure

6b Should be probably convert to a level 6

6c Is insecure and is as likely to convert to a level 5

Effort Grades

Students in all year groups will be given effort grades in each subject, to recognise their commitment to their studies. These will be given on a scale from E1 (the highest) to E5, the grade being the best match to the following descriptors:

14. Monitoring and evaluating learning and teaching and the implementation of the policy

All staff

All staff are responsible for implementing and contributing to the development of whole school policies relating to Learning and Teaching, Behaviour for Learning including rewards and other associated policies.

Classroom teachers

Classroom teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development.

This can be achieved through:

- self-evaluation of their subject knowledge and understanding of educational initiatives;
- reflection on the quality and effectiveness of their own teaching and their classroom management;
- monitoring student progress to ensure they achieve well against their Star Potential grades
- accurately reporting Rising Star grades (See Section 12)
- recording all reward and behaviour points on the SIMS system

Heads of Department

Heads of Department are responsible for the effective teaching of their subjects, evaluating the quality of provision, students' standards and progress.

This can be achieved by:

- Ensuring that Schemes of Work are carefully planned, up to date, and regularly reviewed to facilitate curriculum coverage, continuity, progress and stretch for all students
- Supporting staff within their department in the implementation of whole school policies
- Setting clear and transparent expectations for the setting of homework
- Quality assurance of assessed tasks
- Evaluating the teaching within the department
- Evaluating the planning of lessons within the department
- Using available data to identify and share best and most effective practice
- Analysing students' performance data against departmental targets and whole school targets, and implementing intervention strategies to ensure achievement of individuals and target groups
- Monitoring student work by regular sampling of homework, classwork and assessed tasks
- Facilitating a consistent approach across the department in marking, assessment, homework setting, presentation of student work
- Lesson observations
- Providing regular feedback to line management through the departmental Termly Reviews
- Complete a departmental SEF annually

Heads of Learning, Learning Managers and Form Tutors

The pastoral team are responsible for contributing to and monitoring the progression of students within their tutor group or year group. Tutors will provide support and advice for those students who are not progressing sufficiently well. Learning managers will implement intervention strategies based upon Rising Stars tracking data, and where appropriate, will liaise with the Head of Year or other members of staff to ensure that underachievement does not go unchecked. The pastoral team will monitor behaviour, equipment, attendance, uniform, rewards, homework set and planner use regularly as part of the rewards programme.

Leadership Group

The Leadership Group is responsible for the overall effectiveness of the Learning and Teaching within the school. Individual members of the Leadership Group have specific responsibilities relating to Learning and Teaching or line management (Termly Reviews). Collectively and collaboratively, LG will undertake regular enquiry walks, data analysis, observations or work scrutinies to monitor and evaluate the implementation of policies. The LG will set priorities and targets for improvements at whole school and departmental levels based upon evidence gained from monitoring procedures. The Leadership Group will also maintain responsibility for tracking progress against the School Development Plan.

The Principal is responsible for monitoring the performance of members of the Leadership Group and ensuring that the policy developments and implementation are in line with the longer term strategic aims of the school.

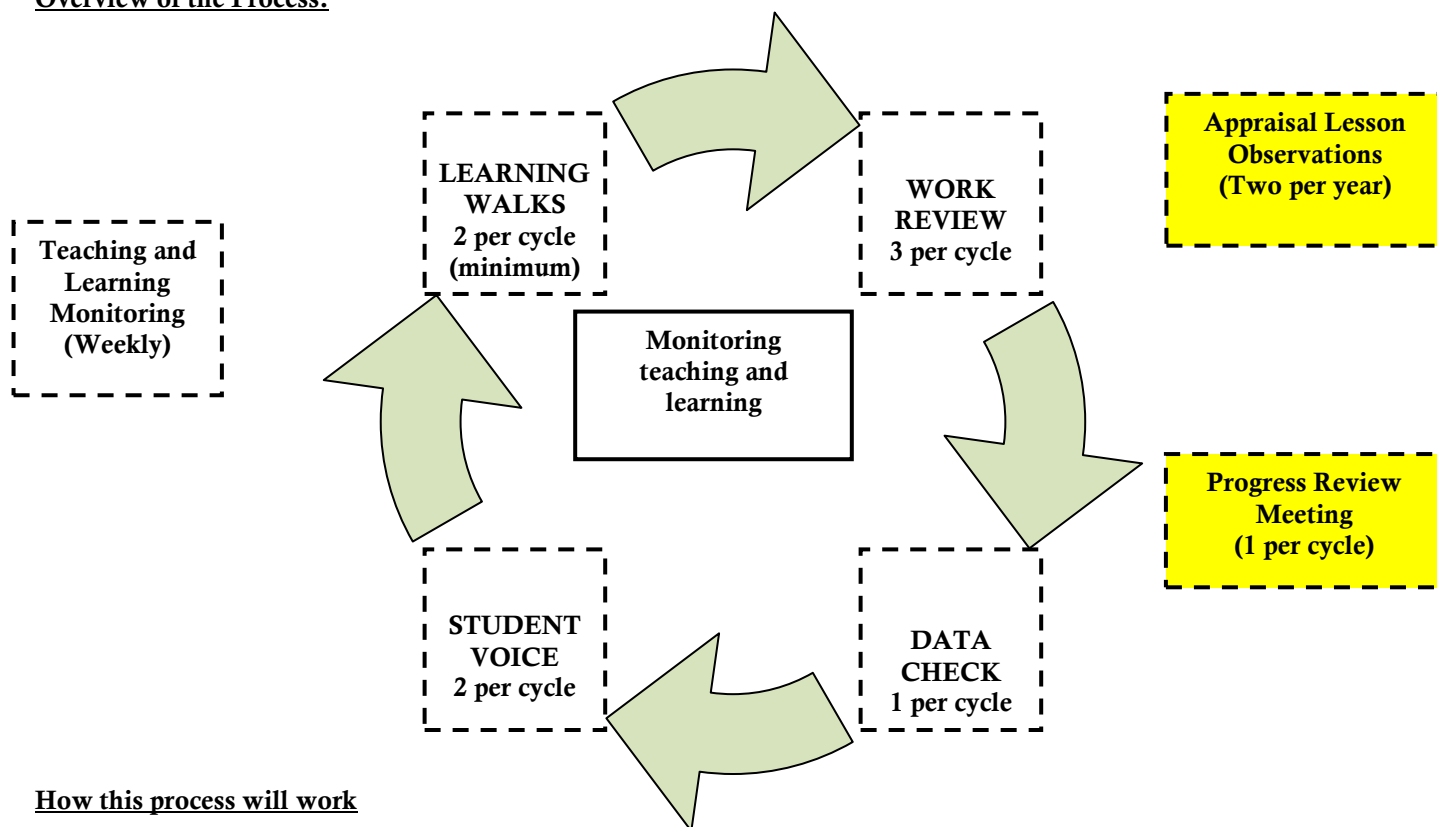
Teaching and Learning Monitoring

Improve the effectiveness of leadership and governance by ensuring that:

– all leaders, including subject leaders, check the quality of teaching rigorously, focus sharply on pupils' learning and progress, and use good practice strategically to eliminate variability within and across subjects **Ofsted 2016**

Rationale:

- It is important that Heads of Department strive to constantly improve capacity within their teams. The whole Self Evaluation process lends itself to this.
- Not all of the activities should be driven [in isolation] by the Head of Department; there is no reason why other members of the department cannot drive any activity forward as confidences and expertise develops, thus sharing best practice and providing valuable professional development.
- HOD's will carry out a series of activities with a specific focus on a particular year group dependent on the half termly focus



How this process will work

- During the scheduled, timetabled lesson with their link person from leadership, HOD will carry out ONE of the monitoring activities mentioned in the cycle above.
- The HOD and LG link will then jointly carry out one of the activities with a specific focus.

Learning Walks

Learning walks take the traditional format of looking at lessons going on in the department or faculty or the HOD may choose to look at a particular class in a different subject area or link may wish them to see practice in another subject area. A pro forma will be used to standardise findings and ensure consistency.

Student Voice

This will be a questionnaire carried out by the HOD prior to the monitoring session and the results would be analysed by the HOD and the LG link in the monitoring lesson with some actions agreed to address the findings. A pro forma will be used to standardise findings and ensure consistency.

Work Review

This will be carried out by the HOD and the leadership link. A sample of books (year group and focus to be decided by HOD and line manager) will be taken from a cross the department, quality rather than quantity. This could have a particular focus i.e disadvantaged, SEND etc. The HOD and link would fill in a pro forma analysing their findings and setting actions to be reviewed in the next meeting. A pro forma will be used to standardise findings and ensure consistency.

Data Check

Using Personal Learning checklists (Doddle assigned skills) as a starting point, the HOD and the Leadership link person will analyse students' PLC's and carry out a quality assurance check of whether the data entered is accurate through speaking to the student, looking at the students work etc. Any issues will be identified and actions taken by the HOD

Findings should be discussed with the leadership link during the Progress Review Meetings.

15. Review

As a number of elements of the policy are new, this policy will be reviewed annually by the Leadership Group. Revisions of and amendments to the policy will be recommended to the appropriate Governing Body where necessary.

Appendix G – Principles of AfL**(Taken from the QCA document – Assessment for Learning: 10 Principles)**

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for**AfL is part of effective planning**

A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners will receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress should also be planned.

AfL focuses on how students learn

The process of learning has to be in the minds of both learner and teacher when assessment is planned and when the evidence is interpreted. Learners should become as aware of the 'how' of their learning as they are of the 'what'.

AfL is central to classroom practice

Much of what teachers and learners do in classrooms can be described as assessment. That is, tasks and questions prompt learners to demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted, and judgements are made about how learning can be improved. These assessment processes are an essential part of everyday classroom practice and involve both teachers and learners in reflection, dialogue and decision making.

AfL is a key professional skill

Teachers require the professional knowledge and skills to: plan for assessment; observe learning; analyse and interpret evidence of learning; give feedback to learners and support learners in self-assessment. Teachers should be supported in developing these skills through initial and continuing professional development.

AfL is sensitive and constructive

Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback that they give. Comments that focus on the work rather than the person are more constructive for both learning and motivation.

AfL fosters motivation

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. It can also lead to their withdrawing from the learning process in areas where they have been made to feel they are 'no good'. Motivation can be preserved and enhanced by assessment methods which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.

AfL promotes understanding of goals and criteria

For effective learning to take place learners need to understand what it is they are trying to achieve - and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer- and self-assessment.

AfL helps learners know how to improve

Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them; be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.

AfL develops the capacity for self-assessment

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

Learner**AfL recognises all educational achievement**

Assessment for learning should be used to enhance all learners' opportunities to learn in all areas of educational activity. It should enable all learners to achieve their best and to have their efforts recognised.

Appendix H – Homework flowchart**Homework Distribution Cycle**

HOMWORK CYCLE FOR YEARS 7,8			
1	2	3	4
Maths	English	Maths	English
Science	French	Science	French
Music	Art	History	Technology
RE (not year 7)	Computing	PE	Geography (

Homework will be distributed via Doodle as part of a 4 week cycle. This has been drawn up based upon the timetable allocation for each subject. Woodham learning subjects will not allocate homework unless they have a specific reason for doing so. It is hoped that wherever possible, teachers will use the self-marking tests on Doodle. Where this is not possible, teachers should be encouraged to use Doodle resources, in order to help track and monitor completion.

- Homework will be allocated into student areas by subject teachers. This will go 'live' at 8.50 on a Monday morning and will close at 8.50 the following Tuesday. (Deadline is the Monday at 8.50, but leaving it open will allow students to complete it 'late', as per the system this year.)
- Departments wishing to set traditional paper based homework will do this by uploading the homework to doodle and assigning the document to students using the same process. Access to the document should be monitored and homework will be collected by the class teacher in the first lesson of the week. Class teachers should then update the SIMS spreadsheet accordingly.
- Teachers will enter 'completion' on a SIMs marksheet
- Heads of Learning will produce a report from SIMs on a Tuesday evening identifying those students who have failed to hand in work. These students will be in detention on a Wednesday. When students complete homework in the detention set by HOL, HOL should update the SIMS sheet accordingly by changing the cell to HOL to indicate that the homework has been completed in the detention.

