

TEACHING LEARNING AND ASSESSMENT POLICY

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HEADTEACHER MR R MAULE

SIGNED:



Teaching Learning and Assessment Policy



Introduction

A Teaching and Learning policy is at the heart of the school; it is central to everything we do as teachers. It is based on what works most effectively in our setting and provides answers to questions such as, 'what do we want to witness in our classrooms?' and 'What do we want learning to look like here?'

We teach individually and as part of a collective team and this policy is intended to respect that uniqueness but show how we need to work as a community towards common shared goals. This policy is intended to inform every appropriate individual within our school community about what our principles of effective teaching and learning are and how we define elements of effective practice.

Bridge Learning Campus is a unique all-through school where children of all ages have the right to learn, all teachers the right to teach and everyone in school the right to feel safe and develop resilience. We therefore have a collective and individual responsibility to respect others, ourselves, and the environment.

Policy aims

Our fundamental principle is to provide an outstanding education for all. We are a school which desires to achieve the best outcomes for the students who learn with us. We believe that every young person is able to achieve and that highly effective teaching can only occur when it is planned to meet individual learning needs.

This policy is founded upon principles common across all TiLA academies and has been established following consultation with staff, students and governors. It has evidence-based and effective pedagogy at its core. Rosenshine's Principles of Instruction (2012) provides the basis of this effective pedagogy. It is evidence based research into the most effective teaching principles and based on cognitive science and real classroom practices.

We want our students to succeed at Bridge Learning Campus and to be eager for further learning, enabling them to establish and achieve high aspirations for their futures. We believe that this can be done through rigorous teaching and learning from the earliest starting point and we support all learners on their journey to being successful and responsible members of their future communities.

Policy

At BLC we believe in the following characteristics of effective teaching and learning:

- A short review of previous learning, challenging retention of previously learned knowledge: Daily review can strengthen previous learning and can lead to fluent recall.
- New material is presented in small steps with student practice after each step: Only present small amounts of new material at any time, and then assist students as they practice this material.
- Teachers ask a large number of questions and check the response of all students: Questions help students practice new information and connect new material to prior learning.



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- Teachers provide models: Providing students with models and worked examples can help them to solve problems faster.
- Guided student practice: Successful teachers spend more time guiding students' practice of new material.
- Checks for student understanding: Checking for student understanding at each point can help students learn the material with fewer errors.
- A high success rate: It is important for students to achieve a high success rate during classroom instruction.
- Scaffolds for difficult tasks: The teacher provides students with *temporary* supports and scaffolds to assist them when they learn difficult tasks.
- Require and monitor independent practice: Students need extensive, successful, independent practice in order for skills and knowledge to become automatic.
- Students regularly re-visit learning on a medium to long term basis: Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge.

Some of these characteristics will be evident in every lesson but it is not expected to see each of these characteristics in every lesson.

At BLC we also believe that homework advances learning. Learning activities at home help to develop knowledge and independent learning skills and strengthens the bond between home and school. Parents and carers play a vital role in supporting home learning, especially in the early years e.g. reading to children or listening to children read. As children grow, the frequency and demand of the homework expected of them as a BLC student will change appropriately. All students are expected to support their learning through activities at home.

Supporting Teaching and Learning

Staff at Bridge Learning Campus are entitled to fortnightly Developmental Drop In (DDI) observations in order to support the on-going professional development of every single teacher. The DDI will be regular, personalised, and diagnostic and will be followed up with developmental coaching conversations. Developmental Drop In (DDI) is an entitlement for all teaching staff that provides continued opportunities to develop their teaching practice. DDIs are in place of high-stakes, low-frequency lesson observations.

- DDIs are scheduled in advance.
- Coaches are expected to meet their coachees for a pre-meet conversation.
- DDI will be for approximately 10 - 15 minutes
- During each DDI the observed teacher will have one actionable step related to BLC's principles of teaching.
- All teachers will have a DDI once every 2 weeks with bespoke feedback being provided within 1 day of the DDI.
- Staff will receive feedback that will provide information relating to their good practice and an actionable step to support further development.
- The actionable step will be the focus of the following DDI and will remain the focus until the observed teacher is secure in that specific principle of teaching.



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Appendices

Appendix 1: Marking and Feedback.

It is our professional responsibility to ensure that the work that students produce has value and purpose. Teachers achieve this by giving feedback on work and ensuring that this feedback is acted upon by our students.

Feedback means taking every opportunity through written, verbal, peer and self-assessment to let our students know, “where they are going, how they are going there and what they might do next”. Feedback will enable and encourage students to take steps to improve the quality of their work, to deepen their understanding or to advance their skills.

In the foundation stage and in primary years, the format of the feedback will be chosen by the teacher appropriately and according to the nature of the work and the age and stage of the child.

Feedback in the primary phase:

Green for Great shows what children are doing well

Pink for Think indicates what the child needs to address

Children will respond to marking and do any editing/corrections in purple pen so it is clear.

Feedback on Independent Writing (Independent Author book):

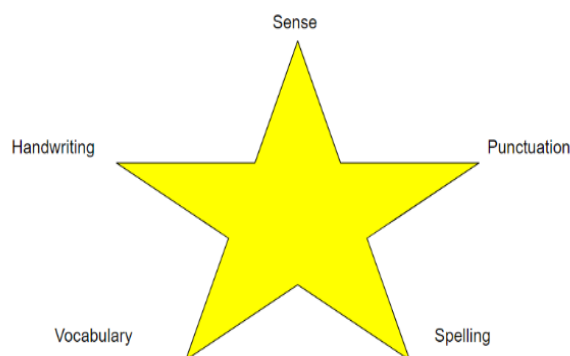
Each piece of work that is independently written at KS2 should lead to deep feedback. This feedback will take the form of in-depth quality marking - using pink to improve and green for success. Pupils will be given time at the start of the following writing lesson to respond to the feedback (using purple pen) and improve their writing through Phase 1 to 3 of the writing cycle. A range of strategies can be used to enable students to give written responses to feedback in this session.

Feedback on English Skills (Author) book:

A range of strategies can be used in order to identify where misconceptions have occurred. And where these are identified they will need to be addressed at the following session. All students will respond to feedback using the purple pen.

Feedback Star:

The large feedback star will be always on display in the classroom in KS2 & 1. The star has five fixed points, which the students need to be taught to recognise as they are consistent across the whole primary school. The feedback star will be referred to when talking to the whole class about areas of improvement.



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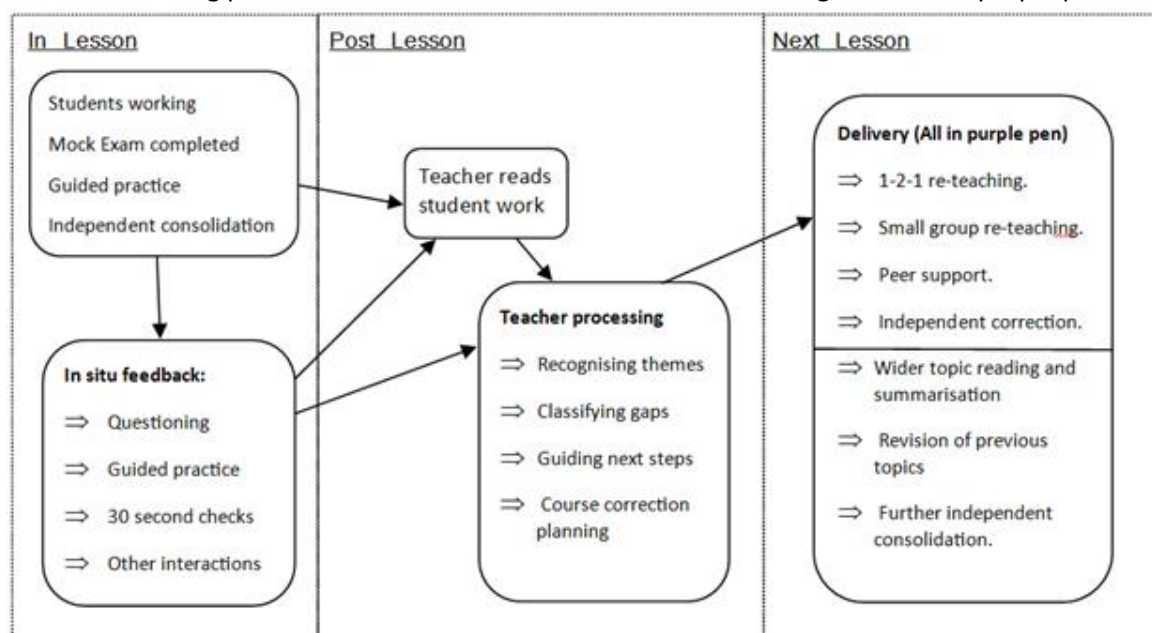
The feedback star enables children to independently respond through editing, improving, or rewriting an element of their work. The children need to respond to the feedback star in purple pen.

Support Staff feedback expectations: All support staff are expected to give feedback when they teach a group; support a group in class; withdraw a group from the classroom, or when they are 1:1 support for a learner.

As children move into the secondary curriculum they will be skilled and ready to act on feedback more independently. Their teachers will provide “Feedback for Instruction” to which students will respond. This will take place regularly at a frequency of approximately every 5 lessons.

Feedback for Instruction

Research shows verbal feedback has greater impact as it can provide better clarity for the student (Kerr, 2017). There is little evidence to suggest that written comments impact on a student’s learning (EEF, 2016). The biggest impact on learning and retention is re-teaching (Nadeem, 2015). Feedback for instruction aims to effectively close gaps in knowledge, skills and understanding for all learners so that every student makes excellent progress from their individual starting points. FFI will be evident in students’ work through the use of purple pen and/or stamps.



Spelling, punctuation and grammar

Effective written and verbal communication is a highly valuable skill for future success and employability. Teachers will provide verbal and written feedback to students during the lesson (“live marking”) to help correct errors in spelling, punctuation, and grammar.

Assessments

To support standardised assessments (NFER & End of Key Stage) these are ongoing formative assessments that inform teacher’s planning.



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RWI Assessments

Pupils in Year R to Year 4 are assessed every six weeks using RWI assessment. Pupils in Year 5, 6 & 7 are assessed using Fresh Start. This data is tracked and children who are falling behind have timetabled interventions. This includes phonics tutoring or small groups Read Write Inc (RWI) videos and Fresh Start groups. Children are grouped accordingly to their reading age and an academic tutor supports reading intervention in KS2 & year 7. Using this data – groups are timetabled every six weeks. Weekly coaching is delivered to all staff teaching RWI groups led by the English lead.

In Year Transfers

Children have an individual reading assessment based on RWI or Fresh Start, as well as a number sense assessment.

Gateway lessons

These are planned in the Enquiry (Science History & Geography) Curriculum to identify prior learning gaps in knowledge within cross curriculum subjects. These lessons will look different depending on age and stage of children. Gateway lessons are mapped within the progression documents, planned, and resourced by MLT and SENDCo. This then informs the planning for subsequent enquiry.

Quality Assurance

The QA timetable focuses on weekly CPD (Continuing Professional Development) based on 'Principles of Instruction, Developmental Drop Ins (DDIs) and curriculum knowledge, learning walks, book looks. Feedback is delivered through coaching, middle leaders and team meetings. Support is identified based on triangulation of data, classroom observations and progress in books. This is planned and delivered through line management and specialists where needed.

Curriculum Review

Primary curriculum review is mapped out based on attainment and progress in discussion with Middle Leaders. Reviews can be conducted in a variety of ways which can include working across TiLA schools or with external consultants. As part of curriculum review pupils will discuss their learning journey for that curriculum area.

Appendix 2: Presentation

At BLC, we are proud of our school community, and we expect every member of the community to demonstrate pride in everything they do for the community. Students are expected to be equipped for their learning and to show pride in their appearance, whether in sports kit or in school uniform. The pride we expect to see extends to students' written work where we expect:

- Titles and dates to be written before each new piece of work. These will be underlined.
- Pens and pencils to be used as appropriate to the task and as directed by the teacher
- Exercise books to be kept neatly and free of graffiti



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Appendix 3: The use of learning aims

A **learning aim** should clearly and succinctly describe the skills or knowledge that will be gained during the lesson. The learning aim should be the point of reference of questioning throughout the lesson. Ideally it will be an open statement that challenges all students, regardless of their prior attainment or understanding.

In order to develop their independence, students are encouraged to track their progress towards the achievement of the learning aim by regularly referring to success criteria (primary) and learning goals (secondary).

Appendix 4: “Live Lessons” in the event of a full or partial lockdown:-

Live lesson protocols

There is no expectation for teachers to regularly teach live lessons, as the challenges in some circumstances may outweigh the benefits. If teachers do choose to teach a lesson ‘live’ then they should:

- *Record the session for pupils to access later.*
- *Set clear expectations for the pupils attending e.g. videos off; microphones off except to respond to a teacher question; pupil questions asked through the chat box.*
- *Be mindful of the setting for the teacher video: if the teacher is to appear in person, it should be in front of as plain a background as possible; if the teacher is to share their screen, then ensure there are no open documents/tabs that should not be visible to pupils.*
- *Have a second member of staff attend, both for safeguarding reasons & to manage the chat box whilst the other teacher delivers content. For this reason, it may be advisable to combine two classes for one remote lesson.*
- *Limit the length of the lesson: 30 minutes maximum.*
- *Build in pause-points & opportunities to respond to pupils.*

References

1. Education Endowment Foundation (2016) *A Marked Improvement*. Available from <https://educationendowmentfoundation.org.uk/evidence-summaries/on-marking/>
2. Kerr, K. (2017): *Exploring student perceptions of verbal feedback* Available from <https://www.tandfonline.com/doi/abs/10.1080/02671522.2017.1319589>
3. Nadeem, R. (2015) *Streamlining verbal feedback*, London Review of Education Vol. 13, NO. 3, December 2015, pp. 49-55 Available from <https://doi.org/10.18546/LRE.13.3.07>
4. Rosenshine, B (2012) *Principles of Instruction: Research-Based Strategies That All Teachers Should Know*, American Educator Vol. 36, No. 1, Spring 2012, AFT

