



Learning, Teaching and Assessment policy

Date for renewal/updates/review	July 2024
Named person responsible for monitoring	Deputy Headteacher Teaching and Learning
Agreed by Teaching and Learning Committee	July 2021

Linked policies: Behaviour for Learning, SEND, Safeguarding and Equalities

The school recognises the right of the individual teacher to teach in his or her own way within our school values, teaching pedagogy and curriculum intent. Good practice and innovation are encouraged and shared across the school.

The aim of this policy is not to ensure that everyone teaches in the same way but to ensure that there is a richness and diversity of styles and methods within a set of clear expectations based on the Teachers' Standards.

Underpinning this is the 'roots and fruits' of excellent learning. The roots of learning are the building blocks, metacognition, resilience, character, mastery and depth and the fruits are their increased achievement and progress.

Training and developments in teaching and learning are on a termly basis through the CPL programme. The focus for the CPL programme each year will focus on the needs of students and teachers as identified during the academic year. However, Every Student, Every Lesson, Every Day (Appendix 1) and our Thinking hard devices and Thinking Hard questioning (Appendix 2) should be an integral part of every lesson and will be an ongoing theme in our CPL programme.

Excellent teaching and assessment are central to students' high attainment and marking and feedback is regarded as an integral part of this. Marking should give students an understanding of what they have achieved and how they might make further progress. It should be delivered in a range of ways (verbal, non-verbal, teacher led, peer, self, formative & summative) and data should also be used effectively to make accurate assessment judgements. This provides evidence for overall performance against targets and other assessment criteria. Feedback should be regular and in line with the department marking policy. Feedback should be provided in a variety of ways including written, verbal, peer and self. SIR responses should be used to allow students to reflect on their work and consider their next steps based on the curriculum, topics and assessment criteria. (Appendix 3)

Teachers should have high expectations in the classroom and in homework (Appendix 4) to ensure high engagement, share clear objectives with challenging outcomes and ensure that all learners are supported in their needs to foster independent learners.

Responsibilities

The Governors will:

- Monitor the application of the policy and its impact upon student learning.

The Senior Leadership Team will:

- Monitor the consistent implementation of the policy and address areas of inconsistency
- Evaluate the impact of the policy upon student learning and make suitable recommendations.

Heads of Faculty will:

- Operationalise the policy for their Faculty
- Ensure the policy is implemented within the Faculty
- Monitor the implementation and impact of the policy, addressing areas of inconsistency.

Teachers will:

- Contextualise the policy with their classes
- Engage in Work Scrutiny, learning walks, student voice and lesson observations
- Engage in Continued Professional Learning to develop their teaching, learning and assessment knowledge and skills.

Quality Assurance

Ongoing monitoring of the impact of this policy will be through:

- Scheduled Learning Walks and lesson observations by staff
- Scheduled assessments at department level, moderated and recorded on the online mark book for all year groups.
- Scheduled Mocks and internal exams
- Book Scrutiny and Homework reviews completed by Heads of Faculty and SLT
- Termly feedback through Raising Standards meetings
- Reviews of staff Continued Professional Learning opportunities
- Student Voice meetings to monitor teaching, learning, assessment and homework
- Learning Walks by Governors with feedback to the Governing Body.

Appendix 1

Every Student, Every Lesson, Every Day

Every *Student*, Every *Lesson*, Every *Day*

Start (First 10 minutes)

- Make sure you are on time to your lesson
- Welcome students to your lesson
- Ensure a calm start to the lesson, students behind chairs, coats off, bags on floor, uniform check, planner and equipment out, set expectations
- Ensure all students are in the correct seat according to the seating plan
- Explain context of the lesson and share learning objectives
- Provide an engaging starter activity to get students thinking
- Take the register, record lateness & set appropriate sanction for latecomers.

Lesson

- Have a range of engaging activities planned appropriate for all the students in the class
- Ensure that academic language (tier 2 & 3) is explicit every lesson
- Keep reviewing and linking the learning into the objectives during lesson
- Share with students the progress they are making to check understanding
- Provide opportunities for assessment during the lesson (peer, self or teacher)
- Focus on positive learning behaviours consistently using the school rewards system
- Address any negative learning behaviours consistently using the school consequences system
- Set engaging home learning activities.

Finish (Final 10 minutes)

- Review objectives
- Log any achievement points or consequences onto SIMS
- Remind students of home learning tasks
- Make sure the learning environment is clean and tidy
- Students stand behind chairs for an orderly end to the lesson
- Students to be dismissed after the bell.

Appendix 2

Thinking Hard



Sir William Ramsay
SCHOOL
EMPOWERING EVERYONE TO ACHIEVE



The Thinking Hard Process

Knowledge and understanding

- Reduce
- Transform
- Deconstruct
- Derive

Flexibility of thinking

- Make connections
- Compare
- Extend

Analysis and application

- Prioritise
- Categorise
- Criticise
- Trends and patterns
- Practise



Appendix 3

Assessment

At Sir William Ramsay School, our aim is for assessment to be:

- Meaningful – informs teachers, parents/carers and students of student progress
- Motivational – has a positive impact on student progress and outcomes
- Manageable – is a good use of teachers' time.

Assessment will be a mixture of formative (assessing students while learning is happening) and summative (assessing students learning at the end of a unit or period of time).

Our assessment practices will include:

- the use of learning objectives
- a use of formative and summative assessment practices
- the use of high quality questioning that develops knowledge and understanding
- adapting teaching in response to misconceptions highlighted in students' work
- a balance of self, peer and whole class teacher assessment
- providing students with strengths and areas for development
- enabling student to take action on closing gaps in their knowledge and performance
- making students think hard
- supporting literacy development.

Marking

Marking should highlight strengths and demonstrate how students can improve performance as well as offer students the opportunity to respond through SIR marking tasks using stickers provided by the school. This should form an integral part of the lesson.

- S** – Strength (highlighting what the student has done well in a piece of work)
- I** – Improvement (what should the student focus on in future to ensure progress)
- R** – Response (Activities to show progress)

Students should respond to these activities using green pen so that response is visible. SIR lessons should be once a half term in Years 7, 8 and 9 for non-core subjects and twice a half term for core subjects.

SIR lessons should be twice a half term in Years 10 and 11 for all subjects.

All other marking should be carried out in line with the faculty or Exam Boards' marking policies.

- Homework does not necessarily have to be marked or have a SIR but it must be acknowledged.
- Coursework and controlled assessments are marked in a timely way.
- All marking where appropriate should aim to pick up on some issues with Spelling, Punctuation and Grammar (see below).

Spelling, Punctuation and Grammar (SPaG) Marking Codes – What do the codes mean?

Code – What your teacher will put in your book.	Indication – What do you have to do / change in your work?
Sp (in margin) or word underlined . (Max 4 per piece of work)	Spelling Mistake . Use a dictionary or subject word bank to find the correct spelling.
C (in margin) or letter circled	Missing capital letter or incorrect use of capital letter.
P (in margin)	Punctuation mistake on this line. Read through and correct.
? (in margin)	What you have written here is unclear and/ or there is a grammatical error . Read through and correct.
// Within work.	You need to start a new paragraph . Either start a new line and indent or leave a whole line space.

Appendix 4

Homework

At Sir William Ramsay School, we use homework to:

- foster independent study
- support students' academic outcomes
- deepen understanding and consolidate learning
- prepare students for work and study to come
- aid students in meeting subject area objectives
- appropriately challenge students.

Classroom teachers are to set homework tasks using the '**non-negotiables**' below:

- All homework tasks set are recorded on Show My Homework
- Students receive homework that is appropriate and meaningful
- There should be no distinction in the amount of homework set for different classes, but a minimum amount should be agreed with the HoD and their SLT line manager based on rationale
- Homework tasks should be differentiated appropriately
- Students should receive at least three school days to complete the task set
- Students' work should be checked by the class teacher to verify that it's done and with a good level of effort. Not all homework is to be marked.
- Missed homework should be recorded on SIMs
- Patterns of non-completion will result in parental/carer contact and resolution meetings being held to ensure that work is completed, and expectations are met moving forward.

Students will be allocated homework according to the following:

- Core subjects and Languages will be set weekly
- Non-core subjects will be set fortnightly
- There will be **no** homework set during Years 7, 8 and 9 Drama, Music or core PE lessons
- Philosophy and Ethics to be set twice per half term.

Students should expect homework to last the following duration:

- Year 7, 8 and 9 students: 30 minutes per subject, per week in core subjects and Languages, 30 minutes per fortnight in non-core
- Year 10-11 students: 40 minutes per subject, per week in the core subjects and Languages, 40 minutes per fortnight in the non-core
- Year 12-13 students: 4 hours per subject, of which a minimum of 2 hours is set work. The remainder allocated to independent study.

Monitoring of homework

Heads of Faculty are responsible for monitoring and acting on the quality and quantity of homework within their Faculty feeding back to their Senior Leadership Team Link on a regular basis.