



Learning, Teaching and Assessment Policy

Date for renewal/updates/review	July 2025
Named person responsible for monitoring	Deputy Headteacher Teaching and Learning
Agreed by Teaching and Learning Committee	July 2022

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 and our teaching and learning matrix.

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. These are supported and developed through our SWR lesson and SWR Lesson Walk Through.

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. Our SWR Lesson is an integral part of every lesson and will be an ongoing theme in our CPL programme. (Appendix 1)

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. ReACT 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 2). Assessment books will be used within every department to monitor student progress. These books will remain in school and workbooks will be taken home by students.

Book polishing will focus on key learning, glossaries, recall and learning activities during every lesson. Key learning will be highlighted in blue as will key words and definitions. All work will be neat and any additional sheets stuck in. Book polishing will occur every two weeks during lesson time and include feedback from teachers on the quality of work completed by students in class.

Book polishing focus:

- **Presentation:** Classwork/homework, Date, Titles written and underlined
- **Presentation:** All sheets stuck in.
- **Learning:** All work completed
- **Learning:** Key words with definitions, quotes/facts highlighted.
- **Learning:** Own definitions for quotes written.
- **Recall:** Key learning highlighted. (Blue)
- **Recall:** Key learning RAGGED (Red/Amber/Green)

Teachers should have high expectations in the classroom and in homework (Appendix 3) 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 Development to develop their teaching, learning and assessment, feedback, curriculum knowledge and deliberate practice.

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 polishing and Homework reviews completed by Heads of Faculty and SLT
- Termly feedback through Raising Standards Meetings
- Reviews of staff Continued Professional Development opportunities
- Student Voice meetings to monitor teaching, learning, assessment and homework
- Learning walks by Governors with feedback to the Governing Body.

Appendix 1

Key Features for the SWR Lesson – September 2022

Key Stage 3 (Year 7/8 /9)	Key Stage 4 & 5 (Years 10-13)
Opening phase	
<ul style="list-style-type: none"> • Welcome students into the room at the doorway / corridor • Teacher checks uniform as students enter the room • Seating plan displayed on the interactive whiteboard at the front of the room • Classroom rules displayed on the interactive whiteboard at the front of the room • Students make their way to allocated seat as per the seating plan • Students stand behind desks • 10 minutes Silent reading (or silent starter) on the board with the seating plan. Starter could involve students thinking about learning to come • Doors remain open throughout lesson • Teacher reminds students of the key classroom rules as appropriate • Title and lesson objectives shared with the class, students copy down the title and date into their books. • Any student who is late waits outside the classroom until asked to enter by the teacher. 	
	<ul style="list-style-type: none"> • Silent Starter task on the board/ reading with seating plan. Task should involve students thinking about forthcoming learning
Main body	
<ul style="list-style-type: none"> • Teacher provides the input needed for students to understand the key learning for the lesson • Opportunities for independent learning must be provided with clear and suitable assessment for learning • Effective and valid questioning to be used to engage learning • Highlighters should be used to highlight key learning and any other important details i.e. definitions, quotes • Group work and paired work encouraged – Praise students • Any home learning is provided before the plenary task. Recorded on Satchel 1 • Book polishing opportunities may be given to students. 	
Closing phase – this will take longer so please allow additional time for this	
<ul style="list-style-type: none"> • Plenary / Retrieval task to establish what students have learnt • Students pack away and stand behind their desks • Teacher checks that the classroom is tidy and uniform is correct • Students are dismissed and reminded to proceed swiftly to next lesson 	
Classroom rules	

- All students to enter the room and sit in their allocated seat only
- All students to place equipment on their desk including private reader
- All students must remain seated unless told otherwise by the class teacher
- All students must face the front at all times
- All students should avoid sharing equipment and resources wherever possible

Appendix 2

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 and key learning
- 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.

School wide fixed assessment windows are established where all departments will carry out an assessment in assessment books.

Marking

Marking should highlight strengths and demonstrate how students can improve performance as well as offer students the opportunity to respond through ReAct tasks during DIRT (Designated Improvement and Response Time) in assessment books. This should form an integral part of the lesson.

ReACT

Students should respond to these activities using green pen so that response is visible. ReACT 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. These will be completed on yellow ReACT feedback forms that will be logged in student assessment books.

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

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 <u>underlined</u> . (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.

All other marking should be carried out in line with the faculty or Exam Boards' marking policies. This will be evident within Book Polishing.

- Homework does not necessarily have to be marked or have a ReACT 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).

Appendix 3

Homework

Sir William Ramsay School believes that homework contributes powerfully to the academic achievement of students, helping them progress to the full extent of their abilities and adapt to the world beyond school.

The value of homework being set:

- Plays a valuable part in education
- Allows for practising, extending and consolidating learning which has taken place in class
- Provides training for students in planning and organising time
- Develops a range of skills in identifying and using information resources
- Establishes habits of study, concentration and self-discipline which will serve students for the rest of their lives, and especially in further or higher education
- Encourages independence in learning
- Provides parents and carers with insights into what is being taught in the classroom and the progress of their children
- Challenges and extends higher attaining students
- Supports students with special educational needs

Homework is most beneficial when:

- It reinforces and extends classwork and consolidates skills and knowledge
- It is challenging and purposeful, but not so demanding that it has adverse effects on the student's motivation
- Students take responsibility for their homework, supported by parents and carers
- It is well coordinated and teacher expectations are well communicated
- It is set on a regular basis and establishes a routine of home study
- Teachers set suitable amounts of homework which are varied and at an appropriate level considering the age, key stage and capabilities of the students
- A variety of activities are included
- Feedback and follow-up are provided regularly to students
- It develops skills of inquiry, thinking and independent study

Types of homework set at Sir William Ramsay and found to be most effective are: Practice exercises – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

- Consolidation exercises e.g. maths learning of procedures and Modern Foreign Languages learning of vocabulary or practice of phrases
- Practising for mastery e.g. spelling words
- Revising information about a current topic
- Reading for pleasure
- Essay writing
- Practice of exam technique
- Project based work
- Book Polishing home learning

Preparatory homework – providing opportunities for students to gain background

information on a topic of study so that they are better prepared for future lessons or contribute to a longer assignment including:

- Background reading
- Reading a text for class discussion
- Researching topics for a class unit of work
- Undertaking small parts of a longer piece of assessed work
- Watching an explanatory video in preparation for a new topic

Extension assignments – encouraging students to pursue knowledge individually and imaginatively, including:

- Writing e.g. a book review
- Making or designing something
- Investigations and research
- Monitoring current events
- Completing challenge tasks such as UKMT papers in maths

Homework should recognise the place of information technology in today's world, but should have regard for equity issues. Students who do not have access to IT should not be disadvantaged.

Role of the parents:

- Take an active interest in homework
- Ensure there is time set aside for homework
- Encourage and support students to complete homework
- Provide, where possible, a dedicated place and desk for homework and study, without television
- Encourage their children to read and take an interest in current events
- Assist teachers to monitor homework by signing the planner and other documents if requested
- Communicating with teachers any concerns about homework
- Alerting the school to any domestic or extracurricular activities which may need to be taken into consideration when homework is being set or corrected.

Role of the teachers:

- Explaining to students the purpose of homework
- Provide quality homework activities related to classwork and exam practice
- Following school procedure for the setting of homework
- Ensuring that students are aware of what is expected of them
- Giving students sufficient time to complete homework
- Alerting parents and carers of concerns and suggesting strategies to help children with homework
- Set all homework on SatchelOne.
- Not all homework will be marked but all homework will be monitored.

Role of the managers:

- Ensuring that parents and carers are aware of the school's homework policy
- Monitoring the setting and quality of homework

Role of the Pupils:

- Being aware of the importance of homework
- Completing homework by the deadline
- Producing good quality homework which meets the school's presentation policy
- Seeking assistance from teachers when difficulties arise
- Giving homework a high priority in allocating their time.

Role of the organisation:

1. All homework is set via Show My Homework
2. Homework could be set early in the lesson but not later than 10 minutes from the end –it will usually be on-line
3. The teacher's expectation relating to quality, length etc should be communicated to the students
4. Show my homework should be checked to monitor the setting of homework.
5. Faculties are required to ensure that homework receives due recognition through an appropriate form of follow-up e.g. testing, discussion, marking etc.
6. All aspects of homework will be checked Heads of Faculty half-termly
7. Faculties should plan homework at the start of a half-term, including to what extent it will be marked or assessed in detail.
8. Time allocations:
It is difficult to establish precise weekly timings for homework; this depends upon age, ability and the nature of work set. A set KS3 homework timetable is set each year.
9. Failure to complete homework. This will be dealt with by the subject teacher and Head of Faculty. The school's reward and sanctions procedures will be used. Persistent offenders will attend school or Senior Leadership Team detentions.
10. Monitoring and Review
This will be carried out in accordance with the monitoring, evaluation and review processes undertaken by the school.

Homework schedule:

Students will be each week on satchel one the following homework:

- Core subjects and Languages will be set weekly
- Each subject duration will be for 20 minutes in KS3.
- KS3 students will have at least 2 subjects per night on a set timetable
- Each week KS3 students will be set the following: 1 English, 2 Maths, 2 Science, 2 reading, 1 spelling, 1 Geography, 1 History, 1 Technology, 1 MfL and 1 Art.
- There will be **no** homework set during Years 7, 8 and 9 Drama, Music, Philosophy & Ethics or core PE lessons
- KS 4 students will have at least 40 minutes per subject per week in the core subjects and Languages, 40 minutes per fortnight in the option subjects.
- Year 12-13 students: 4 hours per subject, of which a minimum of 2 hours is set work. The remainder allocated to independent study.