

Teaching, Learning and Assessment Policy

2018/19



Policy Adopted on: **09.06.2018**

Approved by: **Full Board of Trustees**

Date of Review: **08.06.2019**

Signed: _____

Aim:

The aim at SEVA is that all students receive the very best quality of education and feedback. This will be delivered through highly skilled, intuitively reflective, practitioners spending time planning differentiated and interesting lessons to engage all learners, who regularly both assess student progress through diagnostic means and provide closing the gap tasks on what students need to do to improve to the next level through summative feedback too. As part of every Teacher's Continuous Professional Development it is expected all teachers engage with both the coaching model being developed at the School so that they can both improve their own practice and also aid in the development of another's pedagogical stance to further develop our learners as being:

independent; creative; reflective; inquisitive; resilient; engaged; self-motivated; team-orientated.

Principal expectations:

- At SEVA there is no fixed, rigorous fashion in which staff are expected to plan their lessons, but it is expected that lessons are planned for to take account of the varying abilities within the group.
- To encourage active participants, we lean towards a no hands up policy, but there are times when this is at the discretion of the teacher, but all students should be encouraged to engage with question and answer and it is expected that all students are included in targeted questioning.
- Staff need to be aware of the cohorts within their group and how individual students are performing, which needs to be indicated on the seating plan which the staff member has for the group or in the class profile for data tracking
- Wherever possible staff should encourage mixed sex seating, but this is down to the discretion of the individual teacher and the individual class.
- Student assessments should be recorded on the front sticker used to track the progress which students are making towards their targets.
- Although at SEVA we set challenging target grades, TGs, should a student wish to choose a higher TG then they should be encouraged to do so. When a student has exceeded their TG, they should choose to raise their personal TG.
- Although it is down to the unique teaching styles on how content and lessons are delivered, it is expected that lessons should include a starter, a main or mains (with mini-plenaries for the later) and a plenary to assess progress through various assessment for learning strategies.
- Every teacher is expected to try and nurture and enthuse both a love of learning generally and for the subject being delivered; although this does not translate into expectations of every student loving every subject which they are taught.
- When being observed or during any inspection period, it is expected that all staff are able to produce the following documentation for that lesson or lessons: copies of any resources being used; seating plan; data tracking sheet; lesson plan/concept plan/PowerPoint handouts. Staff are not expected to present the whole SOW being followed. This does not apply to any learning walks.
- Staff are expected to be committed towards improving their own practice, delivery and student outcomes.

- On entry to the classroom, students need to remove all of their equipment needed for that lesson, their books if appropriate, their planners and stand behind their chairs until instructed to sit by their teacher.

Differentiation:

All staff must plan for differentiation in terms of 3 different levels and outcomes of ability using Blooms taxonomy and linked to grades as follows:

- **Must**
- **Should**
- **Could**

Assessments:

The expectation is that:

- All assessments completed, will have the grade recorded on the front of their book, The student informed of how they have done and what they need to do to make more progress.
This will be done using subject specific feedback tasks to scaffold improvements and demonstrate progress.

Self-assessment and Peer assessment:

The expectation is that Self-assessment and Peer assessment are completed in **Purple Pen**

- When a student uses self-assessment, they need to indicate this in the margin by using **SA** in a circle;
- If the task is assessed by a peer then a **PA** in a circle needs to be used to indicate this, with the reviewer's name and a medal comment and an mission comment.

Feedback:

- Closing the Gap yellow sheets. This is dialogical marking where there is an expectation to give feedback in the form of MEDAL & MISSION (how to improve further to get to the next grade), Student feedback and staff closing the gap comment.
- Staff feedback should be done in **red or green pen**
- Student response during DIRT should be done in **Purple Pen** as well as any Self-Assessment (SA) and Peer Assessment (PA)

Frequency:

- It is expected that in primary each individual student should receive at least one piece of quality feedback
 - Once per week for English and maths.
 - Once a week for the other subjects combined.
- It is expected that in secondary each individual student should receive at least one piece of quality feedback
 - 3 times per half term for English, science and maths at regular intervals
 - 2 times per half term foundation subjects at regular intervals
 - Practical subjects will use Tracking sheets to provide feedback and students response can be seen in their work/ response recorded in purple pen.

For all key stages, this may include standardised assessment feedback.

Electronic Feedback/Tracking:

If electronic feedback is given this must also be recorded on the document/tracking sheet with a comment, students should respond with comment in purple font and staff CTG marking in red pen.

Verbal Feedback:

Verbal feedback will be recorded in the side of the margin using a VF symbol in **red or green pen**

Marking for Literacy:

Staff will attempt to correct and identify on pages which have been marked only:

- Commonly misspelt words in the first instance for lower literacy level students,
- Literacy errors in grammar and punctuation,
- Subject specific terminology for higher achieving students.
- There will be a literacy focus each half term.

Presentation:

- Students write in **black pen**
- all work must have a title underlined with a ruler and be dated in full i.e. (Tuesday 2nd January 2018)
- Handwriting should be the best possible for each individual student and should be legible.
- Mistakes should be crossed through once neatly.
- All drawings must be done with a pencil.
- All lines must be drawn with a ruler.
- No graffiti or doodles in student work or front of their exercise books;
- Presentation errors identified with **PRES**

Homework:

- All homework must be completed and set in accordance with the homework policy.
- Homework should be clearly marked with **HW** in the margin.
- Your teacher will grade your home study using the following codes:
 - **Ex** - excellent for your ability
 - **G** - Good for your ability
 - **S** - satisfactory for your ability
 - **U** - unacceptable for your ability

Monitoring of Teaching and Learning:

T&L, includes:

- monitoring books
- learning walks
- formal observations

Curriculum Leaders will follow the Middle Leaders Monitoring Schedule.
Line Managers/ SLT will check/review the monitoring of Curriculum Leaders.

Support for staff:

If a member of staff is found to be RI in a formal observation or not making regular feedback or scaffolding responses, in accordance with this policy, support will be provided by the **Curriculum Leader** initially and books or lessons monitored outside of the regular monitoring cycle in order to help that member of staff improve through feedback and support. If a staff member has a book review or observation judged to be inadequate (work has not been marked within 2 consecutive marking periods), or they have had two subsequent RI's, the staff member will be placed on an Support plan for up to 6 weeks with the **AP** for **T&L**, with the sole purpose for improving the quality of their feedback, lesson planning or delivery.



Marking Codes	What do they mean?
 (Primary)	Green Pen -Teacher pen for marking and awarding a star for great effort and/or achievement.
Medal (Secondary)	Green Pen -Teacher pen for marking and awarding a star for great effort and/or achievement.
	Double green tick placed next to the (LO:) learning objective means the learning objective was achieved by the end of the lesson. One tick means it was achieved with help from an adult.
Pink pen or Green Pen	Pink Pen- (Pink to Think) Teacher pen -target drawn and written in pink. It means next step. Aim to achieve this in the next piece of work, or as a follow up task.
**Wish (primary)	Labels to be stuck in books in English for end of SPaG skills work or first drafts within units in writing.
Mission (Secondary)	This indicates what needs to be done to improve the work.
 or 	P for Presentation - P double tick means handwriting is neat, legible and joined correctly and work is presented correctly. P one tick with a target means handwriting and/or

	presentation, as explained by the teacher, needs improving, This would include underlining the date and LO:
Purple pen	Student pen – (Polish in Purple). Students to write their responses in purple pen to a: next step, correction, challenge or consolidation task.
SP	Use a dictionary to check spellings.
●	The pink dot is used in maths. It means an error has been made and it needs correcting
○	Circle punctuation errors
//	Start a new paragraph - For handwritten work two finger indents from the margin must be used to start a new paragraph without missing a line between paragraphs.
^	There is a missing word that needs filling in.
ST or TA or HLTA	Marked by Supply Teacher, Teaching Assistant or Higher Learning Teaching Assistant
S	This means some support was given to help achieve the learning objective.
I or S or G	I independent S Support G Guided
VF	Shows when verbal feedback was given
CL	Either a capital letter has been missed, or added in the wrong place
SS	Sentence sense is wrong
SA	Self-assessment
PA	Peer-assessment

Expected grade:	(7) 1+ to 2+	(8) 2- to 3	(9) 2+ to 4-
Above grade	(7) 3- to 3	(8) 3+ to 4-	(9) 4- to 4+
Exceptional grade	(7) 3+ to 4+	(8) 4 to 5-	(9) 5- to 5+

Pupil Learning

Teacher's books being reviewed:

Date: 2018-5-14

Teacher reviewing:

Pupils name and class					
Is marking done within 2/3 weeks?					

Is there formative, high quality feedback?					
Is there evidence of reflection on marking and improvements to work?					
Are there regular summative assessments?					
Do assessments generate feedback?					
Is there none/some a lot of self-assessment evident with a SA code?					
Is there none/some a lot of peer assessment evident with a PA code?					
Is the attainment above, below or average for their age group?					
Is progress from 3,6,9 months ago low, expected or good?					
Does work build on from previous learning?					
Is the work too low/high or right for the ability level?					
Is there a range of tasks that interest and engage?					
Is there graffiti? Has any graffiti been challenged?					
Is the literacy policy adhered to?					
Is the presentation policy adhered to and do they take pride in their work?					
Has poor presentation been challenged?					
Is there evidence of exploring growth/life/environment in SMSC?					
Is homework set frequently and identifiable with a HW code?					
<u>Medal</u>	<u>Mission</u>				