

Carr Hill High School

Teaching, Learning & Assessment Policy

We are proud to belong to the Carr Hill community where we pursue excellence through commitment, aspiration, resilience and respect.

1. Purpose

At Carr Hill we are committed to ensuring that all students receive high quality teaching, learning and assessment.

The policy will provide teachers and learners with specific practices and expectations to assist in providing learning opportunities which consistently engage and challenge all pupils thereby enabling them to make excellent progress.

2. Curriculum Vision

In our pursuit of excellence we have high expectations for all. We are committed to ensuring that all our young people have access to a challenging, engaging, broad curriculum which is explicit in the way knowledge is taught and implicit in the experiences shared and the quality of relationships. Our curriculum has been developed with the ambition that each and every student in the school will become:

- A committed, successful learner making excellent progress in a range of subjects.
- An aspirational individual achieving the necessary qualifications, skills and qualities for their further education and employment.
- A resilient, confident young person who is able to live a safe and healthy life.
- A respectful, responsible citizen who makes a positive contribution to society.

This policy aims to provide a straightforward approach to teaching and learning which allows teachers to make judgements about the best way to teach students in their class in line with the curriculum vision.

3. Implementation

In order to achieve our aims it is vital that all members of the school community are aware of our 4 priorities for teaching and learning: Literacy, Modelling, Checking for Understanding and Feedback and Knowing more, Learning more. Staff planners include these 4 priorities and an expectations document including specific strategies and good practice for each of these 4 priorities.

4. Teaching & Learning

4.1 Basics

- The learning objective of the lesson must be clear to students.
- Teachers will promote high quality written and spoken English with technical accuracy both through lesson activities and feedback.
- Students will not be allowed to 'take it easy' and must be appropriately challenged in their learning at all times.

- Teachers will check learning frequently and adapt the lesson if necessary to ensure pupils are supported and challenged appropriately in their learning. Lessons will provide an appropriate level of challenge for the group of students.
- Students are expected to present their work neatly and take good care of their books/folders.
- Students are expected to complete classwork and homework in blue/black ink
- Students are expected to complete RAP activities and self or peer assessment in purple ink.
- We will not tolerate students who disrupt the learning of others. Teachers will not ignore poor behaviour but apply the behaviour for learning policy consistently, promoting good behaviour for learning.

4.2. Lesson Structure Teachers should adopt a lesson structure which best meets the needs of students in the class in order to engage and challenge students in order for them to make sustained progress over time. Students should be clear on how the lesson fits into the big picture of the topic they are learning about. Lessons should include a recap of prior learning and focus on the 4 key teaching and learning priorities of modelling, literacy, checking for understanding and feedback and learning more, knowing more.

4.3. Learning Objectives: Every lesson delivered at the school should have a clear learning objective. This learning objective should be shared with students. It is expected that teachers use a format which provides an indication of the purpose of the learning making reference to skills and/or knowledge rather than tasks: E.G. 'Learn how to use a pie chart to present survey data' as opposed to 'Complete the survey results pie chart'. Teachers may choose to word the learning objective as a question E.G. 'How do we use a pie chart to present data' and may also use success criteria in conjunction with the learning objective such as 'I can use a pie chart to present data'.

4.4. Differentiation Teachers will differentiate activities and resources to challenge and support students in their learning. This does not mean different tasks are required for different abilities but rather tasks are scaffolded appropriate to the abilities of students in the class. Differentiation will be planned effectively by considering the ability of students. There is no preferred method of differentiation however differentiation should be via teacher input and not student outcome and take into account the information distributed by the SENCO.

4.5. Assessment (Y7-Y11) Teachers will use assessment to check knowledge, understanding and skills regularly during the lesson. A variety of assessment methods will be used and (as a result) the teacher adapts the lesson to provide additional challenge or extra support. Please see section 7 for specific guidance on written feedback and assessment. All written assessments at KS4 should be handwritten unless the course specification allows for word processed work or it is the students' normal way of working under access arrangements. It is expected that low stakes testing (e.g. short quizzes, whole classes response questioning) are a regular feature of lessons to provide opportunities to recap prior learning and promote long term recall and retention of knowledge.

4.6. Effective Questioning (Y7-11) Questioning will be used frequently by the teacher to engage students in dialogue about their learning and progress. Questioning will be

used by teachers as an assessment tool to check knowledge, understanding and skills and will engage all students in the class. Teachers will adopt a targeted approach to whole-class questioning and will not use hands up. This will allow the teacher to select students to respond to their questions and to ensure the participation of all students providing a better gauge of understanding. As well as closed questions, open questions to probe and challenge students will be used extensively.

4.7. Literacy and Numeracy (Y7-11) Teachers will take advantage of opportunities to develop literacy and numeracy. There are specific whole school Numeracy and Literacy policies to refer to which incorporate effective strategies. In line with the whole school objective for literacy, teachers will provide regular opportunities for subject specific reading in class and will teach and promote ambitious vocabulary, subject specific and tier 2 words. Teachers are expected to demonstrate the highest standards of spelling, punctuation, grammar and application of number in their teaching. Teachers will maintain a focus on key terminology and correct mathematical methods in their teaching.

5. The Learning Environment

5.1. Classroom Environment Each teacher has a responsibility to ensure that they maintain a neat and tidy environment in which students can learn effectively. Teachers will ensure that their desk is kept well organised, tidy and free from clutter, setting a good example for students. The school provides resources, equipment and support to produce classroom displays. Teachers are encouraged to display resources to supporting learning and examples of high quality student work on classroom walls.

5.2. Classroom Culture Teachers will ensure a classroom culture in which students work in silence for independent work and actively seek to solve problems for themselves. Teachers will use praise, positivity and rewards to actively promote good behaviour for learning and engagement.

5.3. Classroom Layout The layout of the classroom will be decided by the 'owner' of the room (the teacher that uses it most frequently). The owner of the classroom will create a seating plan template that can be adapted by colleagues. If other teachers wish to alter the layout of the room for a particular lesson, they will return the furniture to the original position at the end of the class.

5.4. Seating Plans Teachers will design a seating plan for each class they teach that best meets the needs of students in the class. Students must not be allowed to select their own seat. It is advised that (as a starting point) teachers should arrange the class with boys sitting beside girls. Teachers are likely to make alterations to the seating plan each half term and will maintain an up-to-date record of this document. The seating plan must include the following information:

- The classroom layout, with seating positions clearly identifiable.
- Indicators (PP, Disadvantaged, SEN)
- First name and surname of each student
- Allocated seat for each student
- Ability information as appropriate, E.G. Most able, SEN, reading age.
- Target grade of each student (9, 8, 7 etc.)

5.5. Classroom Routines Teachers will establish clear routines for students. There will be a number of expectations that will be applied consistently across the school:

- Students are expected to form an orderly line outside the classroom (in a designated space) before the lesson.
- Teachers will greet students at the classroom door.
- The teacher will invite students into the classroom. Students are expected to stand behind their chairs in silence until the teacher invites them to sit down.
- At the start of every lesson, students are expected to have the following equipment on the desk:
 - Planner
 - Pencil Case
 - Exercise book and text book
- Other subject-specific equipment (e.g. a calculator in maths).
- Where a student is missing basic equipment (e.g. a pen) it is to be loaned to the student.
- During the lesson, students are expected to raise their hand to attract the attention of the teacher or to contribute to the lesson. Calling out / shouting is not an acceptable method of attracting the attention of the teacher.
- No one else speaks whilst the teacher is talking.
- During group and pair work students are expected to talk to each other.
- During individual work students should work in silence.
- At the end of the lesson teachers, teaching assistants and students are expected to ensure that the classroom is left tidy. Students will stand behind their chair in silence until dismissed by the teacher.

6. Planning

6.1. Long-Term Planning (Y7-11) Each subject will ensure that a long-term plan (course overview) is in place. This provides an overview of units and topics which are to be delivered to a particular cohort of students within a subject. This document should make specific references to the national curriculum or course specification. When planning schemes of work the content should be interleaved and spaced (as appropriate to the subject) to allow for time to forget and the promotion of recall. New material should be introduced in small steps so students are able to process each new piece of knowledge/skill. Assessments are interleaved and cover previously covered topics as well as the most recent topics. Teachers delivering the content of a scheme of learning should know why the scheme of learning is structured in a particular format.

6.2. Medium-Term Planning (Y7-11) Each subject will ensure that a medium-term plan (scheme of learning) is in place. This provides suggestions of content, activities, resources and differentiation strategies for lessons within a particular unit of work. The medium-term plan should identify suggestions for the three distinct ability groups (boost, core & base). This document should make specific references to the national curriculum or course specification.

6.3. Lesson Planning (Y7-11) Teachers will plan every lesson in advance to ensure clear progression between lessons. Teachers will ensure that they consider the ability of

students and knowledge of student progress from previous lessons/assessments to prepare high quality learning experiences. Teachers will maintain an accurate record of lesson planning using a suitably secure method (e.g. teacher planner).

6.4. Considerations when planning (Y7-11) Teachers will consider a number of factors when planning effective teaching and learning:

- Specific knowledge, understanding and skills development.
- The starting point of students in the class.
- Ability cohorts of students in the class; Base, Core, Boost; Guidance will be provided by the SENCO as appropriate.
- Differentiation strategies; Guidance will be provided by the SENCO and Challenge Policy as appropriate.
- Reading ages and literacy ability information will be available on SIMs.
- Assessment, Marking & Feedback.
- Reflect and Progress (RAP) Time.
- Group work.
- Independent work.
- Working in silence when appropriate.
- Making connections between the learning in lessons with opportunities to link new learning to previous learning.
- Opportunities for a range of activities to engage students such as group and pair work.

6.5. Setting Cover Work (Y7-11) Where a teacher is unable to teach a class on the occasion of a planned absence, the school will make provision for another member of staff to teach the class in their place. Teachers have a professional responsibility to ensure that an appropriately planned lesson is available to the cover teacher. The class teacher will provide the following to the office manager:

- A lesson plan/summary ensuring that there is sufficient appropriate work to occupy students for the full duration of the lesson;
- An up-to-date seating plan;
- Resources for the teacher (e.g. a presentation);
- Resources for the students (e.g. text books, equipment);

Cover work must be appropriately differentiated so all pupils are able to access the learning. Where work is set for a pupil out of a lesson for medical or behaviour reasons, work must be appropriate so that the pupil is able to access the learning.

7. Written Feedback & Assessment Written feedback and assessment are important parts of teaching and learning and are used to provide students with feedback to promote progress and as tools to inform lesson planning.

7.1. Frequency of Written feedback (Y7-11) Written feedback must be regular in order to allow students to make progress. An appropriate selected piece of work must receive written feedback (from the teacher) every 6-8 lessons at KS3, and every 5 lessons for most subjects at KS4. At KS4 English and Maths will receive written feedback every 5-8 lessons. When work receives written feedback, teachers will use the WWW and EBI feedback strategy. All teachers will provide written feedback in green ink for subject content and use a pink highlighter for literacy errors.

7.2. Formative Feedback (Y7-11) Teachers will provide formative feedback to promote progress by written feedback on an appropriate selected piece of work and by 'live' feedback in lesson both written verbal. Formative feedback will primarily focus on:

- Spelling, grammar and punctuation errors (students must correct these later)
- Strengths of the work – WWW (what went well)
- How the work could be improved – EBI (even better if)

Teachers may give an overall comment. It is expected that pupils act on this feedback during RAP time.

7.2.1 Literacy Feedback Where a piece of work receives feedback for literacy using a pink highlighter no more than 5 literacy mistakes will be highlighted per page – where there are more than 5 the teacher will highlight the most common or significant literacy mistake. This could be highlighting a letter where the incorrect case has been used (particularly when writing the date), missing punctuation or a misspelt word. Where appropriate, a whole sentence / paragraph may be highlighted where it has been poorly worded. Pupils are expected to RAP literacy mistakes that have been highlighted. RAP can be extended so pupils look beyond the initial 5 highlighted literacy errors and identify and correct the remaining literacy errors in their work. It is suggested that literacy marking is a 'live' strategy which takes place during the lesson as the teacher circulates to monitor student progress.

7.3. Self-Assessment (Y7-11) Self-assessment is a technique by which students apply a mark-scheme to assess their own work. There are a number of educational benefits of self-assessment as students are able to identify errors in their own work and make progress as misconceptions are corrected. Purple ink should be used for self-assessment activities.

7.4. Peer-Assessment (Y7-11) Peer-assessment is a technique by which students apply a mark-scheme to assess the work of a peer (e.g. another student in the class). There are a number of educational benefits to peer-assessment. Purple ink should be used for peer-assessment activities.

7.5. Formal Teacher Assessment / PPEs (Y7-11) Teachers will provide written feedback to substantial pieces of work where students demonstrate an ability to apply knowledge, understanding and skills. Sometimes these will be tests/exams, classwork or homework. On other occasions, these may be performances or portfolio-based assessments. As appropriate all teachers will provide written feedback in green ink for subject content and pink highlighter for literacy. It is expected that faculties use 'Blind assessments' and swap papers when marking so as to ensure consistency and accurate assessment outcomes. Teachers will, in preparation for formal assessments, give pupils guidance on effective revision strategies. When planning assessments it is expected that, as with planning lessons, the assessments are interleaved (covering a range of topics) and not blocked (covering a single topic) in order to provide an accurate assessment outcome as well as preparing pupils for exams.

7.6. Assessment Record (Y7-11) Teachers will maintain an accurate record of ongoing assessment, using a suitably secure method. Teachers may choose to use a mark book, SIMs mark sheet or spreadsheet. The record of assessment may include a log of

informal assessment ratings (good, satisfactory, unsatisfactory), developmental comments (WWW, EBI) and formal assessments (with grades).

7.8. RAP (Reflect and Progress) Time (Y7-11) RAP Time should be used frequently to provide students with the opportunity to reflect on their work and make progress. There should be regular opportunities for RAP time in lessons where students make corrections and/or improve their work. RAP work can be completed after work has been either marked or modelled by the Teacher. Purple ink should be used. Following a teacher marking an appropriate selected piece of work it is expected that pupils RAP this piece of work for both subject content and literacy.

7.9. Current Attainment (y7-8) At key points of the year teachers will provide current attainment descriptors (exceeding expected progress, making expected progress and not yet making expected progress) for all students that they teach. This will consider achievement, attainment, attitude, behaviour and attendance.

7.10 Predicted Attainment (Y9-11) At key points of the year teachers will provide predicted attainment grades for all students that they teach. This will be a global prediction which will consider achievement, attainment, attitude, behaviour and attendance.

8. Homework

Homework is an important tool which provides students with the opportunity to prepare for class and demonstrate application of knowledge, understanding and skills. Homework is an important aspect of school life and as such teachers have high expectations that it is completed to a good standard. To promote high levels of engagement with homework, teachers are encouraged to display good examples of homework on classroom walls. Homework will be set via Showmyhomework so pupils and parents can check their homework online.

8.1. Key Stage 3 Homework (Y7-8) Year 7 and 8 students will have knowledge organiser homework for Geography, History, RS, Science and MFL while other subjects will set a variety of tasks. Knowledge organiser work will involve studying a subject knowledge organiser and creating one page of notes on the information studied. This could be in the form of a mind-map, table, revision notes etc. Beginning knowledge organiser work in Year 7 and Year 8 will support students in retaining key information from their lessons and will allow for the development of revision skills needed to be successful in examinations.

8.2. Key Stage 4 Homework (Y9-11) Students in Years 9, 10 and 11 will have homework tasks set by class teachers which will be available to view on ShowMyHomework. They should be spending at least one hour on homework each night. Homework tasks are set to consolidate and extend students' learning and it is crucial that this homework is completed to the best of each student's ability. At Key Stage 4, we would expect students to be reading over and revising their notes alongside their homework, particularly in Years 10 and 11. Therefore, even if no official homework task has been set, there is always work to be done at home.

9. Behaviour for Learning

Teachers will use a range of strategies to help students engage effectively with learning and develop an interest in the subject and thirst for knowledge.

Teachers will maintain a positive and encouraging approach with students and focus on successes and achievements.

The school provides a detailed policy outlining behaviour for learning.

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