

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.

This policy will provide teachers, learners and parents/carers with specific practices and expectations to assist in providing learning opportunities which consistently engage and challenge all students, enabling them to make progress.

2. Curriculum Vision

In our pursuit of excellence we have high expectations for all. We are committed to ensuring that all of our young people have access to a challenging, engaging, broad curriculum. The focus of our school curriculum is the acquisition of knowledge needed to make good progress in each subject area and thrive in future education and employment. 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 future 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 whole school and the subject curriculum vision.

3. Implementation

In order to achieve our aims, it is vital that all members of the school community are aware of our priorities for teaching and learning each year. These priorities are displayed on our website and are in staff planners; planners also include an expectations document which gives specific strategies and good practice for each of these priorities. Continued professional development for all teaching staff will also centre around these key priorities for teaching and learning.

4. Teaching & Learning

4.1 Basics

- The learning objective(s) of the lesson must be clear to students but do not need to be written down.
- Teachers will promote high quality written and spoken English with technical accuracy both through lesson activities and feedback.
- Students should be active in their own learning and must be appropriately challenged at all times.
- Teachers will check for understanding frequently and adapt the lesson if necessary to ensure students are supported and challenged appropriately. Lessons will provide a suitable level of challenge for all students in the group.
- 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 behaviour which disrupts the learning of others. Teachers will not ignore poor behaviour but apply the behaviour for learning policy consistently, promoting good behaviour for learning and appropriate choices.

4.2. Lesson Structure

- Teachers should adopt a lesson structure which best meets the needs of students in the class to engage and challenge them and support them in making sustained progress over time.
- All teachers in a subject area will follow the same agreed curriculum. The sequence of lessons taught will allow students to develop an understanding of the powerful knowledge and vocabulary needed to excel in each subject area.
- 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, linking new learning to prior learning to allow students to retain knowledge in their long-term memories.
- Teachers should include frequent opportunities to check for understanding through assessment in each lesson and should spend time making sure that students understand knowledge taught before moving on.
- Lessons should contain an appropriate amount of new information for the students in the class to minimise the risk of cognitive overload and allow all students to be successful learners.
- Teachers should teach to the top of each class, providing scaffolding to students to enable them all to succeed.

4.3. Learning Objectives

- For every lesson, teachers should be clear on what knowledge and skills they want students to acquire. This should be shared with the students themselves so that they understand how to be successful learners.
- Teachers should check that students have understood the key knowledge for each lesson through frequent assessment of learning throughout the lesson; this will involve all teachers in a subject team asking agreed questions to ensure student understanding. If checking for understanding

reveals that students do not have the knowledge they need, teachers should adjust their lessons to make sure that knowledge is understood before moving on.

- As part of a sequence of learning, lessons should build on prior learning and prepare students for future learning.

4.4. Differentiation

- Teachers at Carr Hill High School are committed to teaching to the top and supporting all student to meet their high expectations. They will therefore challenge students in every lesson, but will scaffold lessons and activities in order to ensure that all learners can acquire the knowledge necessary to be a successful learner.
- Students of all backgrounds and abilities will make good progress when planning and delivery of lessons is effective. Teachers will therefore focus on quality first teaching and will also take into account the information distributed by the SENCO in order to support all learners to make good progress.

4.5. Assessment (Y7-Y11)

- Formative assessment (assessment for learning) should be a key feature of all lessons. Teachers should check for understanding throughout the lesson using a variety of methods, such as questioning, use of mini-whiteboards, quizzing etc. Such formative assessment allows teachers to ensure that students have acquired the knowledge necessary to be successful learners and lessons should be adjusted as necessary to ensure that all students are secure in the knowledge they need. Teachers should also use formative assessment to regularly check prior learning as recalling knowledge taught in past lessons helps to secure knowledge in students' long-term memories.
- Summative assessment (assessment of learning) is important as it allows for the testing of a large amount of knowledge and is an indicator of student progress. Such assessment includes end of unit tests and end of year examinations. Such assessment should be infrequent and should provide students with the feedback and time necessary to improve their work. Assessments should take place when this is most appropriate and should not be shoe-horned into the curriculum before data drops or at the end of term.

4.6. Effective Questioning (Y7-11)

- Questioning is a highly effective method of checking for understanding and will therefore be used frequently by teachers in lessons. Questioning is especially effective when teachers direct questions at students rather than selecting students who put their hands up to answer. This is because it allows for assessment of the learning of all students and keeps them engaged. Most questioning will therefore be directed or 'no hands up' questioning.
- Teachers will differentiate their questions to make sure that all learners can be successful. Although most questioning should be 'no hands up,' teachers may occasionally include hands up questioning to engage and stretch learners.
- As well as closed questions, open questions to probe and challenge students will be used extensively by teachers.

- Teaching teams should agree on key questions which will allow them to check for understanding of all students and include them in their questioning.
- Teachers should provide learners with thinking time, especially for more complex questions. If questioning reveals gaps in an individual student's knowledge, teachers should return to the student to ensure that those gaps have been filled. If teachers become aware that several students in the class have gaps in their knowledge and struggle to answer questions, they should modify their planning to recap or reteach knowledge to the class.

4.7. Literacy and Numeracy (Y7-11)

- Teachers understand that they have a duty to support students in developing skills of literacy, including reading, and numeracy. Further information on our commitment to supporting students in these important areas is also highlighted in our policies for literacy, reading and numeracy.
- Teachers are expected to demonstrate the highest standards of spelling, punctuation, grammar and application of number in their teaching.
- Teachers will promote reading and support students with development of reading skills. They will use ambitious vocabulary with their students.
- Teachers will also promote maths and numeracy, ensuring that they are positive in the language they use to discuss maths and their own mathematical capability.
- Teachers will maintain a focus on key terminology and correct mathematical methods in their teaching.

5. The Learning Environment

5.1. Classroom Environment

- Teachers will ensure that classrooms are neat and tidy as this aids student learning.
- 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.
- Teachers will use the behaviour for learning policy and class grades to encourage and support learners in making good choices and being active learners.

5.3. Classroom Layout

- The layout of the classroom will be decided by the 'owner' of the room (the teacher who uses it most frequently). The owner of the classroom will create a seating plan template on Synergy 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 as identified by the teacher. 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 must maintain an up-to-date record of this document on Synergy. Synergy provides teachers with information on each student, including SEN strategies and teachers must ensure that they are familiar with this information and plan their lessons accordingly.

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 in the year group line up for mentor time and outside the classroom in the designated place for lessons.
- 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 chairs in silence until dismissed by the teacher.

6. Planning

6.1. Long-Term Planning (Y7-11)

- Each faculty leader will ensure that a curriculum map is shared with all teaching staff in their subject. This will provide 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. All staff in each subject area must teach according to this plan.
- 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. New learning should also be linked to prior learning to make it easier for students to secure knowledge in their long-term memories.
- Assessments should be interleaved and should test 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. They should be able to articulate why this, why now, what next? for all lesson topics.

6.2. Medium-Term Planning (Y7-11)

Each subject leader will ensure that a scheme of work is in place. This will provide the necessary content for lessons as well as suggestions for activities, resources and differentiation strategies. The scheme of work should identify suggestions for the three distinct ability groups (boost, core & base). It should also include the key knowledge and vocabulary which must be taught to all students. 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 and knowledge linking 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 and all resources for every lesson will be placed on the classwork section of synergy.

6.4. Considerations when planning (Y7-11)

Teachers will consider a number of factors when planning effective teaching and learning:

- The specific knowledge, understanding and skills the faculty wishes students to acquire in each lesson.
- The ability of students in the class; Base, Core, Boost.
- The importance of teaching to the top and providing suitable scaffolding and support for students who need extra help. Guidance and strategies to support students with SEND needs will be provided by the Assistant Head for Inclusion.

- Reading ages and CAT scores for individuals in the class (available on Synergy).
- Information and data from summative assessment and marking.
- The importance of building in Reflect and Progress (RAP) Time.
- The benefits of including a range of approaches in lessons, such as group work, paired work, discussions and silent, independent work.
- The benefits for long-term retention of knowledge when new learning is linked to previous learning.

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. All work and resources should be available on the classwork section of Synergy; the class seating plan should also be saved on Synergy and be up-to-date. Physical copies of any resources needed should be given to the member of staff covering or left in the teaching room by the class teacher if it is a planned absence.

Cover work must be appropriately structured to ensure that 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 on synergy.

6.7 Students absent from lessons

Work must be available on Synergy for any student who is suspended, in internal exclusion or working from home for an agreed reason.

For students who miss work for other reasons, such as absence due to illness, we ask that staff, where possible, provide summaries of work missed for students to stick in their books so that they have a record of work missed due to legitimate absence.

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 from marking work is one of many tools teachers use to assess student understanding and progress. We ask that students have one piece of written work marked by their teachers every 6-8 lessons. The piece of work selected should be chosen carefully to maximise the impact feedback will have on learners. It could be a piece of work designed to demonstrate student understanding of a particular topic, an assessment or a past exam question for KS4. We do not expect teachers to mark every page of student exercise books; in fact, we discourage over-marking as it does not aid student progress and has a

negative effect on the wellbeing and work-life balance of our teachers. Students need time to improve their work and work on their targets before teachers mark their work again.

When work receives written feedback, teachers will use the WWW (what went well) and EBI (even better if) feedback strategy. They will also provide students with RAP time. The even better if should provide students with something they can act upon during this RAP time. For example, the teacher marking a piece of work may feel that a student hasn't understood a particular aspect of a topic and so may ask a follow-up question for the student to answer so that they can check understanding. They may also ask a KS4 student to add something to an exam answer which would enable them to get extra marks.

All teachers will provide written feedback in green ink for subject content. They should also highlight any literacy errors in pink. Teachers will limit the number of errors they highlight to 5 per page so as not to overwhelm students. Teachers may also highlight literacy errors they spot whilst students are working in class.

As well as completing their EBI work, students should also correct highlighted literacy errors in RAP time.

7.2. Formal Teacher Assessment / PPEs (Y7-11)

At least three times per year, subject teachers will set a formal assessment to test understanding of a breadth of knowledge and assess student progress. These will sometimes be 'blind assessments' in which students are expected to revise and commit knowledge learnt to memory. Teachers will, in preparation for formal assessments, give students guidance on effective revision strategies. Assessments will cover a range of topics, including topics learnt recently and topics learnt in the past. It is important that assessments take place at the most appropriate time to accurately gauge students' understanding and progress; they should not be shoehorned in before data drops or the end of term. Faculties should standardise and moderate assessment marking.

After each formal assessment, students will be given RAP time to improve their work.

7.3. 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, 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).

7.4. Current Attainment (Y7-9) Teachers will provide current attainment descriptors (exceeding expected progress, making expected progress and not yet making expected progress) for all students that they teach twice per year. This will consider achievement, attainment, attitude, behaviour and attendance.

7.5 Predicted Attainment (Y10-11) Teachers will provide predicted attainment grades for students in Year 10 twice per year and Year 11 three times per year. This will be an indicator of what the teacher believes the student will achieve in their final grade at the end of the course if they continue with their current progress and work output. This will be a global prediction which will consider achievement, attainment, attitude, completion of homework, behaviour and attendance.

8. Home learning

Home learning is an important tool which provides students with the opportunity to prepare for class, demonstrate application of knowledge, understanding and skills and consolidate their learning. Home learning 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 home learning, teachers are encouraged to display good examples of home learning on classroom walls. Home learning will be set via Synergy so pupils and parents can check home learning online. Students may also record their home learning in school planners. We ask that parents support students in organising their time and completing home learning to a good standard ready for submission by the deadline. Parents can monitor home learning set and due-dates for home learning on Synergy. We know that when parents monitor and encourage completion of home learning, including revision, students make more progress and achieve better grades at the end of Year 11 so we really encourage parents to take an active interest in home learning.

8.1. Key Stage 3 Home Learning (Y7-9)

Students in Years 7, 8 and 9 will have a variety of tasks set for home learning from their different subject areas; this could include work on knowledge organisers, revising for an assessment, completing research on a topic etc. Teachers will record home learning on Synergy so that students know what home learning is due for when; this will also be visible to parents. Some students may wish to record home learning in their planners.

As students progress through KS3, they will be encouraged to become more independent learners. We want our students to be proactive in their learning and move beyond completing the bare minimum home learning set by teachers. Therefore, we encourage students to read books/articles to support their learning in each subject area; these are displayed on the school website. We would also like students to read books of their own choosing to improve their skills in reading and literacy and widen their vocabularies. We have a list of recommended reads for each year group on our website (this can be found under the students tab in the English section). In addition, students in Year 9 in particular would benefit from accessing GCSEPod, which provides short videos to support students' learning in the different subject areas. Whilst these are used primarily for consolidation and revision at KS4, they can help our Year 9 students to begin pre-learning GCSE topics which would provide an excellent foundation for their GCSE learning in future years. Parents/guardians can support students with their home learning by helping them to keep track of, and prioritise, home learning tasks set on Synergy and read as widely as possible. It would also be good to get into the habit of watching and discussing the news together as awareness of current affairs and the linking of topics covered in school to things going on in the world today allows students to see the relevance of their learning.

8.2. Key Stage 4 Home learning (Y10-11)

Students in Years 10 and 11 will have home learning tasks set by class teachers which will be available to view by students and parents on Synergy. Students may also wish to record home learning in their planners. In KS4, students should build up to working ten hours per week at home in Year 11. This will include home learning tasks set by their teachers and independent consolidation and revision work. Home learning tasks are set to solidify and extend students' learning and it is crucial that this home learning is completed to the best of each student's ability. At KS4, we would expect students to be reading over and revising their notes alongside their home learning. Therefore, even if no official home learning task has been set, there is always work to be done at home. In addition to their subject notes, students also have access to GCSEPod which allows them to watch revision videos. GCSEPods are available for most topics in most subjects. Students should also be watching and reading the news and linking their subject learning to current affairs. It would also be useful for students to complete extra reading for each of their subject areas; a reading list for each subject is available on the school website. We know that reading widely supports student progress, develops literacy skills and builds a strong vocabulary and we would therefore also like students to be reading the recommended reads for their year group which can be found under the students tab on the school website, under English. Parents/guardians can support students in their learning by supporting the use of Synergy to organise homework time, encouraging the regular use of GCSEPods to consolidate and revise learning, watching the news together and encouraging reading 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.

Policy revised May 2022

Cllr L Nulty

Chair of Governors

Mr G Tugman

Chair of Quality of Education Committee