

Teaching, Learning and Assessment Policy

This policy is underpinned by 'What We Stand For'. It aims to give clarity around roles and responsibilities with regards to teaching, learning and assessment at Hamilton School. The work of Teachers is governed by the Teacher's Standards and the School Teachers Pay and Conditions Document. Given the high level of team working at Hamilton School and the bespoke ways of working, it is important to try and give some guidance. Clearly there is a blurring of these boundaries at times.

Teaching and Learning

The document, "The Features of Great Teaching and Learning at Hamilton School", outlines the key aspects of teaching and learning that we expect to see day in day out. We aim for consistency in certain aspects but also encourage creativity and innovation from staff. Some students work 1:1 with staff. This does not mean that the pupils are not independent but is a way of enabling them to settle to learning and, in time, be able to concentrate on tasks on their own.

Assessment

Day to day assessment of students learning is used to inform planning. **There are clear protocols around annotation and recording:**

Annotated student work should refer to how much help the student needed, attention to task, equipment used, reference to the skills, knowledge and understanding in relation to the learning objective and, where appropriate, next steps. Annotation will provide a record for the teacher over time of the progress a student has made – academically, personally and socially.

The following abbreviations should be used on student work;

FP	full prompt
LPP	light physical prompt
GP	gestural prompt
VP	verbal prompt
NP	no prompt

Here are some examples, at different levels, of staff annotations on work and learning:

- Used own ideas to plan story. Beginning to spell own words. Next steps: Remember capital letters at beginning of sentences.
- Engaged as adult modelled task. Tolerated prompt to hold equipment. Next steps: Initiate rather than prompt.
- Completed task on own / faded LPP. Next steps: Reduced LPP

All staff must follow annotation guidelines, including supply staff, where it is primarily the teacher/HLTA responsibility to share this document with them. All annotations need to be dated and in the case of work tray record sheets, staff must also date where there has been a change of focus. Staff should print their name in the box on the page to indicate who has been working with the student. Any group activities that have been planned should also be annotated in a way that has been agreed by the class team. A discussion with a member of SLT should take place about this.

Teaching Assistants in lessons have responsibility for the learning and progress of the students they are working with, and they are the ones who should be checking, during the lesson, that progress is being made and reshaping things if necessary. The learning and progress of the class is, of course, the overall responsibility of the teacher. Learning is reviewed daily.

Towards the end of each term or after a cycle of approximately 12 weeks, teachers record the progress that students have made on SOLAR. This leads to interventions being put in place for those students who aren't making the progress that we are aiming for in terms of their targets. Students who are exceeding their targets are then set new ones.

Planning

Teachers plan for their lessons. They ensure that there is a high level of challenge and differentiation that takes into account not only academic ability but also attention levels. They use the annotations from planning to inform next steps. They use Level Descriptors where appropriate to ensure full and appropriate coverage of each P Level. With regards to those children who are working within the National Curriculum 2015, programmes of study for each year group are used in order to ensure that teachers are teaching the children the full breadth of the curriculum.

Leadership

All classroom based staff are leaders of learning and have the trust to make decisions in the best interests of the students that they are working with. It is very difficult to consult during lessons so all staff should feel empowered to act in a way that supports the principles set out by the class teacher. The class teacher is ultimately accountable and should be made aware of all issues that occur as soon as possible. In the absence of the teacher, the HLTA or Level 3 TA who is leading should be informed. This work is supported by the non-classroom based staff team.

Where students receive 1:1 support throughout the day class teams are expected to support the teacher at times when they doing focused work with the 1:1. Flexible working would be needed in order to ensure that at appropriate times the teacher could swap with a TA in the class in order to ensure that the teaching and learning continues for the rest of the class.

Evaluation of teaching, learning and assessment

A range of methods are used through our Quality Assurance process to evaluate the day in day out quality of teaching, learning and assessment. The main ones are; Planning and Learning Reviews, Learning Walks, Lesson Observations, analysis of student progress data and specific moderation activities. These are complimented by looking at the targets on the Education and Health Care Plans (EHCPs), Annual reports and informal monitoring on a daily basis.

Roles of Teachers (T), Higher Level Teaching Assistants (HLTA' s) , Teaching Assistants (TA)

This table gives clarity around the roles that different groups of staff have in terms of teaching, learning and assessment.

Area / Task	T	TA	HLTA
Using 'The Features of Great Teaching and learning at Hamilton School' as a guide as to how to work on a daily basis	Y	Y	Y
Accountability for the progress of students in your class for the whole of the week	Y		
Planning lessons and deciding what resources are to be used, including for those students who require 1:1 support throughout the day.	Y		Y
Evaluation of lessons	Y		Y
Suggesting next steps for learning	Y	Y	Y
Ensuring next steps in place to improve learning	Y		Y
Creating work tray record sheets and written work where appropriate (worksheets, comprehension tasks for example)	Y		Y
Suggest next steps for work trays either verbally or via post it notes	Y	Y	Y
Annotating on planning and work tray record sheets – see guidelines above	Y	Y	Y
Recording progress against lesson objectives	Y	Y	Y
Completing termly summative assessments and inputting data to SOLAR *To be done alongside the class teacher as appropriate.	Y		Y*
Creating resources for work boxes, e.g. cutting, laminating and printing resources *This shouldn't be a priority for the teacher but there will clearly be times when it is required	Y*	Y	Y
Learning displays that show what / how learning has happened	Y	Y	Y

Area / Task	T	TA	HLTA
Celebratory displays	Y	Y	Y
Preparing resources for lessons, for example, making sure symbols are out and specialist equipment such as paint and paintbrushes are in place		Y	
Contribute to wider school development in terms of the curriculum	Y		Y
Writing BARA's for educational visits	Y		Y
To be visit leaders. *TAs should only lead visits if they are happy to do so.	Y	Y*	Y
To have responsibility for home school books	Y		
To write in home school books *Teachers take responsibility for writing about any contentious issues	Y*	Y	Y
To contact parents by phone about problematic issues	Y		Y
Filling in behaviour database	Y	Y	Y
To contribute to discussions that lead to strategies that promote good behaviour	Y	Y	Y
To provide feedback at parents meetings	Y		Y
To write Annual Reports *HLTAs should write comments to be added to reports for the lessons they teach in classes where they teach for more than 1 day.	Y		Y*
To review targets for annual EHCP review meetings and to lead those meetings with parents, including filling out paperwork with new and/ or reviewed targets. *Where HLTAs are leading in a class for more than 1 day they should be part of the discussion with regards to reviewing the targets on the EHCP.	Y		Y*
To have responsibility for producing individual Risk Reduction Plans where needed and ensuring they are implemented.	Y		Y
Leading regular PE lessons including the use of Large apparatus *TAs to lead if they are happy to do so.	Y	Y*	Y
To support the students in play activities during break times outside *Teachers to support play at break times and lunch times in a way that suits the needs of their class.	Y*	Y	Y
To have responsibility for organizing suitable activities for individual pupils with regards to break times/ lunchtimes when there are adverse weather conditions.	Y		
Writing contributions to Newsletters - selecting images etc	Y	Y	Y
Contributing to record of achievements and producing work to be included in them	Y	Y	Y
Contributing to and leading assemblies	Y	Y	Y
Ensuring that students and volunteers are aware of protocols around things such as toileting and not being left alone with a student	Y		Y
Collecting students from minibuses in the morning and putting them on the minibus safely at the end of the day	Y	Y	Y
Being available for class team meetings and discussions from 8.30am and between 3.10 and 3.30pm	Y	Y	Y
Supervising end of day minibus routines once children have been taken to their transport Waiting for late arrivals (morning)			SLT and non classroom based staff. *Staff should stay with students until they leave when there are health and safety concerns.

