Teaching and Learning Policy (including Assessment and Feedback)

LAST REVIEW NEXT	March 2020	REVIEW PERIOD	Annually
NEXT REVIEW DATE	March 2021	TYPE OF POLICY	Non Statutory

This policy was reviewed and ratified by Academy Council.

Date of ratification:

Signature:

Print name:

Rationale

- To ensure that all staff are aware of how teaching and learning is monitored and supported across the Academy.

- To ensure that all staff make accurate and detailed student assessment, providing feedback that enables students to make progress.

Policy Statement

This policy will be implemented across the school in order to:

- Inform students about individual achievements against clear success criteria / assessment objectives and provide clear advice on next steps needed to make progress.

- To ensure staff have accurate data to monitor and track progress, evaluate the impact of intervention strategies and inform planning.

- To ensure that the Quality of Education is monitored, supported and improvements actioned in a timely way on a regular basis

Monitoring & Review

Monitoring activities will focus on the impact of marking and feedback in relation to:

- Standards of attainment on entry, including casual admissions.

- Standards of attainment at KS3 and KS4

- Attainment by subject.

- Value-added attainment, year on year progress.

- Specialist subject targets and attainment.

- Progress of different groups of learners, including CLA and PP.

- Quality of assessment and marking.

- Quality of curriculum provision.

- Impact of intervention strategies.

- Strategies to develop independent learning.

Subject Teachers' Responsibilities

- To provide formative feedback to students regularly, at least once every term using the student grade and target sheet – this should be in the front of all books/folders.

- To provide a summative level/grade for each subject termly on the go4schools system.
- To check and acknowledge that class work is completed.
- To keep and maintain records for reporting and provide data for whole school purposes using go4schools.
- To track student progress to inform planning/support and interventions that are put on go4schools for each pupil after each data drop.
- To ensure all marking is up to date within one week of lessons/assessments taking place.

Senior Leadership Team Responsibilities

- To report on standards of attainment in a subject.
- To ensure that summative assessment is consistent across subject areas and stands up to external scrutiny.
- To ensure that interventions are in place for students not making expected progress in each subject.
- To satisfy statutory requirements.
- To provide content for reports to the Advisory Board.
- To report test and examination results at the end of Key Stage 4.
- To monitor students' academic progress in their different subjects.
- To make arrangements for public examinations/tests.
- To provide appropriate reports to parents
- To support and make judgments about whether students are reaching their potential
- To support judgments about the schools' effectiveness.

Middle Leadership Team Responsibilities

- To coordinate and partake in a regular work scrutiny cycle.
- To provide regular and appropriate CPD and updates on whole school progress on assessment and marking.
- To provide individual feedback and guidance to teachers and support staff on work scrutiny results.
- To ensure that summative assessment is consistent across subject areas and stands up to external scrutiny.
- To monitor students' academic progress in their different subjects.
- To support the Senior Leadership Team with other responsibilities as and when required.

Advisory Board / Parallel Learning Trust Responsibilities

- To support and make judgments about whether students are reaching their potential
- To support judgments about the schools' effectiveness.
- To challenge the Executive Principal, Principal, SLT, MLT and staff at Inspire Academy to set appropriately demanding targets.

- To ensure targets set are being achieved.

Formative marking by teachers

Assessed tasks should always have clear intended learning outcomes supported by effective success criteria. These are marked by the subject teacher who will indicate the current working level or grade (on termly reference sheets or on the specific graded work), provide formative feedback and targets for improvement. The grades used will correspond to the age related grading system, GCSE 1-9, iGCSE G-A*, Level 1 and 2 awards and certificates or the grading system of another particular qualification board but will be given in the form of a number to the pupils that relates to the PLT grade matrix. The formative feedback will reference the success criteria and will consist of praise for aspects of work completed (WWW) followed by a target indicating the next steps needed to make progress their grade (EBI).

All students should be writing in either blue or black pen and all teacher marking should be in pink. All written student responses should be completed in green pen, which enables written progress to be clearly evidenced.

Teachers must provide students with time to read and respond to the formative feedback in lessons, with TA support where necessary.

Each term after the data collection, each student will have their target sheet filled out in the front of their books/folders with a new target (or carrying on the existing target where appropriate. This sheet allows teachers to explain to pupils the grade they are working at overall and a subject target for them to work towards that will support them to move up to the next level.

Peer/Self-assessment

Teacher planning documentation should identify opportunities for training students to peer and self-assess effectively. This includes using clear success criteria for the task, assessment/learning objectives and / or exemplar answers.

Literacy marking

It is the responsibility of all teachers/support staff to develop student's literacy skills. Therefore teachers should be regularly using the following literacy codes to support this:

- SP – Spelling needs to be checked and corrected
- FS – Add a full stop
- CL – A capital letter is needed here
- P – Punctuation

- // - A new paragraph is needed here

Verbal feedback

- VF - Verbal feedback given

When teachers/support staff give verbal feedback to a student it is imperative that this is recognised in books, folders or other recording methods using the code VF. This is traditionally used more often in practical subjects but it can be used regularly across all subjects and therefore needs to be acknowledged as evidence of feedback. This is particularly important when a student then responds to this verbal feedback and can clearly evidence their response by writing in green pen.

Other methods of recording progress

Attainment and progress can also be recorded in different ways, for example photographs, video recordings, support staff taking notes of verbal observations children make etc. These can be used as evidence of attainment and progress and can help support different learning styles and student's individual's needs. This evidence can be added to books and folders appropriately. Please ensure that if a student is supported by a scribe or if a support staff takes notes on student's verbal responses to feedback that the following code is put alongside these pieces of work:

- AS – Adult scribed, followed by your initials.

Work scrutiny 2019-20

Weekly work scrutiny will take place during the 2019-20 academic year by members of staff across the school on a rota basis. This will involve samples of work from each/some subjects each time and will enable teachers to have regular feedback on marking and encourage and support teachers in the use of the Inspire Academy assessment feedback and marking policy. The monitoring will be completed using perspective observation tools and will therefore feed into performance management and CPD will also be provided to support this.

Monitoring of Teaching and Learning at Inspire Academy is regular and takes place in 3 different ways:

- Learning Walks – minimum once a week (unannounced)
- Work Scrutinise – Once a week (clearly marked in the school calendar, and a rotation rota shared with all staff)
- Pupil Progress – 6 times a year (GO4SCHOOL)

Monitoring of Teaching and Learning is quality assured through a model of individual and paired observations during Learning Walks. The monitoring of

quality of teaching also includes a comparison of outcomes so as to give a broader picture of the success of teaching over time. Teaching over time is judged via work scrutiny.

At Inspire Academy staff are involved in weekly learning walks and workbook scrutiny. Pupil progress is measured every half term through a series of formative and summative assessment opportunities. This data is used to inform pupil progress meetings where pupil targets are set for each subject. Targets are set within curriculum topic areas and differentiated tasks are planned to support pupils make expected progress. Targets that are not met within the time frame are revisited and are achieved through targeted bespoke intervention.

Learning Walks

Learning Walks have established a system that allows leaders, staff to monitor and capture typicality in T&L. These Learning Walks are unannounced providing school leaders with a very accurate picture of typicality regarding T&L.

SLT leads on the learning walks and these are conducted at least once a week. They are at times accompanied by members of staff who volunteer to take part in this process. Such collaboration acts as a moderation process as well as professional development for those members of staff involved.

Weekly learning walks conducted by members of SLT monitor the teaching and learning within our setting and ensure that it supports pupil's developmental, academic and emotional needs, within the curriculum. Learning walks focus on specific areas of the teaching, student behaviours and environmental cues that have an impact on the overall progress of all pupils.

Learning walks monitor the learning that is reflected in the wall displays in individual classrooms and the corridors around the school. Through regular home school communication, updates on twitter and the school website the class teacher provides parents and carers with information to help them engage in their children's learning.

Learning walks are not only used to moderate teaching and learning, curriculum coverage, pupil engagement and the environment, but also to identify areas of strength and areas of development within the teaching team.

Every member of staff is visited once a week or more. A focused is agreed for each learning walk. The focus can change and we can support each other in the process of gathering evidence of impact.

Work Scrutiny

Work Scrutiny takes place every week. Staff across the academy are involved in moderating the quality of marking, pupil feedback and the overall impact the marking has on pupil progress. This allows staff to identify good practice and

collaboratively identify strategies and focus on improving the quality of marking and impact on progress across the academy.

As a result of work scrutiny staff now involve pupils in the marking process and ask them to feedback on their understanding of the task and participation. Pupils are now more confident in recognising their achievements and level of understanding as well informing staff if they don't feel confident in a task and require further help.

Staff are expected to make available all books for monitoring so that a random sample can be chosen. A focused is agreed each week. Such as: LAC, Boy, Girls, Pupil Premium and so on.

All staff will receive a copy of the work scrutiny feedback through perspective outlining how judgements were arrived and outlining strengths, areas for development and any actions required.

Pupil Progress

Pupil progress is reported every half term by the class teachers and are based on formative and summative assessments and monitored through subject specific subjects' grids. Learning walks and work scrutiny moderate both assessments and pupil progress. All trust academies take part in 3 internal moderations and 3 external moderations through the academic year, where teacher assessments and quality of marking are monitored.

Students are given termly targets based on the terms curriculum and/or literacy and identified areas of development for the pupil. Pupil progress is measured through national curriculum bands and on SIS, Boxall and pupils personalised targets. SIS assessments data is used to monitor patterns in pupil's behaviour, measure pupil SEMH progress and inform student support plans.

Students are set both ambitious and realistic targets by teachers considering their academic ability, Social, Emotional and Mental Health needs, supporting the pupil make progress. Strategies are identified through pupil achievement and used to inform school support plans.

PLT has developed a trust Graded Flight Path that all academies adhere to it. It measures clear progress throughout key stages, by using age related, GCSE or Functional skill. This also these strengthens the moderation as it's a very robust system to measure progress. Also, each grade of the flight path as level descriptors to support teachers' assessments. Please see a sample of the Flight Path and the Level Descriptors.

Triangulation Table

After all the data is captured through learning walk, work scrutiny and pupil progress, the data is triangulated to give and overall grade to all staff and an overall across academy.

At Inspire Academy, staff are graded using evidence from a range of Quality Assurance systems: Learning Walks, Work Scrutiny and Student's Progress. It is the triangulation of all these QA processes alongside external moderation that will trigger a Personalised Support Programme for all staff, year group, subject and key stages (KS4, KS3, KS2, and KS1).
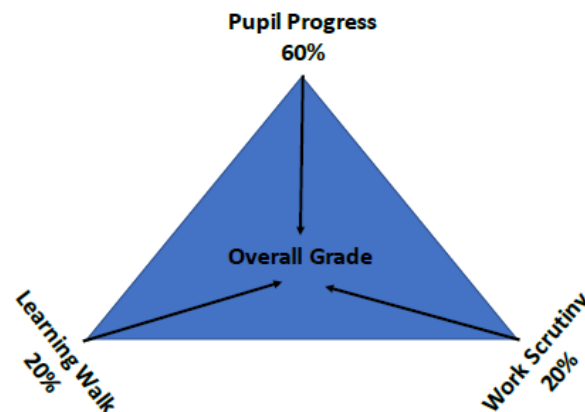
The Triangulation Table is a database application for all leaders to improve processes and impact the quality of teaching and learning they provide. Everyone can make better decisions and achieve better outcomes if they have access to clear, detailed, up-to-date information. Stale data from traditional data collections and progress reports simply doesn't provide this: Triangulation table does.

By tracking staff performance using a wide range of measures such as learning walk, work scrutiny and pupil progress, Triangulation table helps leaders out of measuring progress and plan interventions. Leaders can easily examine progress against all staff by subject, year group, key stages and overall as academy, to identify who needs support for further development.

The Triangulation table highlights teachers that have good knowledge of the subject(s) and courses they teach. It provides leaders to put effective support for those teaching outside their main areas of expertise or require further development.

The data produced by the triangulation table informs SLT not only of the progression of teaching and learning across the academy, but of the performance of individual teachers, year groups and subjects. It allows senior leaders to plan and develop a curriculum to meet our pupils' needs. It allows senior leaders to have an overview of key areas of teaching and learning as well as to be able to deep dive in all elements of teaching and learning. It provides senior leaders with the opportunity to monitor how work scrutinise, learning walks and pupil progress correlate.

The Triangulation table identifies areas for development for teaching and learning and informs teachers CPD across the academy. An impact of learning walks and work scrutinise identifies where staff are required to work on areas of focus of development in their teaching practice. Another impact is that it allows the monitoring of teacher performance across year groups and subjects allowing for detailed scrutinise across the seven areas of teacher's standards.

Monitoring of teaching and learning will also include, as shown in the circular diagram above, the monitoring of pupils' recorded learning and also planning. It will also include reviewing the learning environment. Although there are numerous elements as to what constitutes an outstanding lesson, the Trust has a particular set of non-negotiables that it looks for. These are reflected in the planning document, those elements that we expect to be planned and delivered e.g. key questions, differentiation, resources, use of additional adults. We expect every lesson to be personalised in a way that caters for every learner across the spectrum of ability.