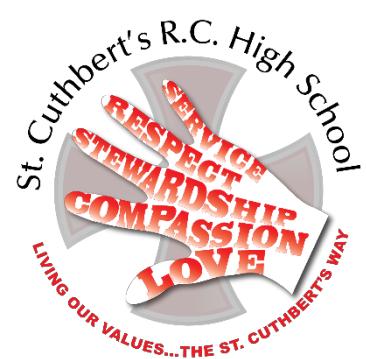




St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

TEACHING, LEARNING & ASSESSMENT





Policy: Teaching & Learning

Type: School Policy	Website: Yes	Author: D. Shields
Approved: May 18	Next Review: June 19	
Frequency: Annual	Delegated: Governors - Full	
Notes:		

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Vision

- All pupils will achieve their full academic potential.
- All pupils will learn to be excellent ambassadors for our community with embedded core values and behaviours which promote themselves and St Cuthbert's in a positive light at all times.
- All teachers will achieve their full professional potential.

Impact & Outcomes

- St Cuthbert's will have a Progress 8 Score significantly above national average.
- The progress of all pupils in all subjects will be good and at least the minimum expected.
- All departments and teachers will be judged at least good through Quality Assurance.
- Learning & Teaching will be judged at least good overall by any review or inspection.

Roles & Responsibilities

Teachers	<ul style="list-style-type: none"> • To have the highest expectations of self and all pupils to achieve all targets and their full potential as teachers and learners. • To plan and deliver good and outstanding lessons at all times using progress and target data to inform the needs of classes and individual pupils. • To actively and positively engage with CPD aimed at improving practice. • To ensure all pupils and groups of pupils make good or outstanding progress and intervene where necessary to ensure this by using Formative & Summative Assessments to inform of any required Wave 1 Intervention. • To consistently apply all school policies. • To make a full and broad contribution to the school inside the classroom and beyond. • To facilitate opportunities through assessment and marking for pupils to upgrade their work and provide time for them to achieve this.
Pupils	<ul style="list-style-type: none"> • To have the highest expectations of self to achieve full academic and personal potential. • To make the right decisions at all times and be the best they can in all areas of their education. • To be fully prepared for learning at all times in terms of attitude and equipment. • To follow instructions given by the teacher and not distract the teacher from teaching or other learners from learning. • To complete to the best of their ability any Next Steps issued by teachers. • To be punctual at all times and have outstanding attendance of at least 95%. • To look after their learning environment and respect it at all times. • To make the most of opportunities beyond the classroom and engage positively with all opportunities provided by school. • To prepare for any assessments through revision and practice as directed.
Parents	<ul style="list-style-type: none"> • To support school with all issues relating to work or behaviour. • To provide a suitable learning environment for homework and revision to take place and monitor this. To ensure pupils attend Homework Club if this is the best after school hours learning environment. • To communicate any issues to school which may impact upon learning or behaviour. • To attend school as required to discuss progress and behaviour. • To ensure pupils get to school on time and have outstanding attendance of at least 95%.
HODs	<ul style="list-style-type: none"> • To provide coaching, modelling and CPD for staff within the Department as required to improve their practice as identified through the Quality Assurance process. • To internally Quality Assure all Teaching & Learning within the Department. • To ensure all Planning and Assessments are meeting varied learner needs and facilitating good and outstanding progress. This will be done through Schemes of Learning. • To use the Data and other evidence to identify areas for improvement and act upon it through strategic intervention.
SLT	<ul style="list-style-type: none"> • To produce and monitor data and intervene as required for any areas identified in need of support with Wave 2 and Wave 3 Intervention. • To produce relevant policies and monitor their implementation and impact.

	<ul style="list-style-type: none"> • To remove barriers to success for learners, classroom teachers and Heads of Department as required and provide the necessary resources and environment for success to occur. • To implement capability procedures where a teacher has not met the standards despite the support provided.
Quality Assurance Team	<ul style="list-style-type: none"> • To coordinate, monitor and deliver Quality Assurance of Teaching & Learning. • To coordinate, monitor and deliver CPD to improve practice as identified through QA and Appraisal. • To provide guidance, challenge and support to HODs and classroom teachers on how to improve their practice through coaching, modelling and CPD. • To ensure all Departments meet the required standard in terms of planning, teaching and learner progress. • To evaluate the quality of Teaching and Learning in the Department through the Quality Assurance Programme.
Governors	<ul style="list-style-type: none"> • To monitor and assess progress against impact targets and hold SLT to account for achieving these. • To ensure all relevant policies and procedures are in place.

Pedagogy

Each teacher will bring their own particular style to the classroom. If this style works for them in terms of impact (results & behaviour management) and does not contradict school policies then this is acceptable. If it is not working in terms of impact or is not in line with school policies then staff will be trained to deliver results through a comprehensive support programme which includes coaching and CPD. As part of the QA process, the Leadership Team will be monitoring, grading and developing the performance of Departments and individual staff to ensure the pupils experience outstanding practice.

We are developing a particular ‘St Cuthbert’s Way’ with regards to classroom practice. Teachers should aim to create a vibrant and challenging learning environment for all of their learners. The key to outstanding progress is the delivery of well planned, dynamic and engaging lessons.

Outstanding progress and learning needs to be planned for and checked to ensure it has happened. Outstanding teachers deliver high quality learning experiences in their subject area but they also ensure pupils learning incorporates key aspects of Literacy, Numeracy, SMSC (Spiritual, Moral, Social & Cultural) and Behaviour for Learning. Outstanding Teaching & Learning is purposeful and personalised. It builds on prior knowledge and prepares for the future and is always consolidated leaving no gaps in understanding or skills which are required.

A crucial aspect of practice in the St Cuthbert’s Way is teaching pupils at stages not just ages. All pupils should have work differentiated to meet their particular learning needs. This essentially means if a pupil in year 7 is Grade 1 in terms of their abilities they should be doing work which tests skills at Grade 1. The same principle applies then to pupils in Year 11 who should also be tested against the same skills as Grade 1 is a transferable skill across 7-11. What will be different is the content.

The method here is to ensure that a pupil has mastered the skills at each grade as they progress. Pupils should not be expected to do work at higher grades unless they have mastered the skills at the grades below. This will focus on them building on solid foundations as they progress.

Teachers must consider the target grades for each pupil as they progress through St Cuthbert’s

and where a pupil is not on track they must look to make much more rapid progress with them using Wave 1 Interventions.

The St Cuthbert's Way includes:

- Well planned Schemes of Learning with strategically planned and coordinated Formative and Summative Assessments
- Well planned lessons with a clear focus on appropriate differentiated learning for all which is easy to assess.
- Teachers greet learners at the door and have a starter activity which immediately engages them in a focused and relevant activity linked to past or future learning.
- Wave 1 classroom intervention is evident for all learners who are underachieving or experiencing behavioural difficulties including appropriately differentiated tasks.
- Books include Next Step feedback which facilitates pupils being able to upgrade their work and pupil responses for which time was provided.
- Lessons and books demonstrate clear, challenging and appropriate learning objectives and a clear system for establishing what progress has been made by learners in relation to these targets.
- School Behaviour & Assessment Policies are applied consistently to ensure an orderly and thriving learning environment is maintained
- A range of strategies are employed over time to engage learners including independent learning, collaborative learning and Assessment for Learning techniques.
- Learners are not expected to move on with their studies until they have mastered the skills, knowledge and understanding of what they are expected to learn. Teachers respond with intervention as required when a pupil is not making rapid enough progress.
- All pupils will experience a spiral curriculum approach to revisit and refresh all prior learning.

All pupils will have lessons in the '**St Cuthbert's Way**' during Form Period. This will be to ingrain in them the core principles of what we are trying to achieve and how they can best maximise their individual potential. These lessons will focus on a wide range of issues including:

- British Values
- Community
- Citizenship
- Work Ethic
- Careers
- PSHE (drugs, smoking, sex education etc)
- Assessment preparation
- Revision techniques

Schemes of Learning must comply with school policy (see Appendix 1). The purpose is to summarise what is to be learnt and how assessment will indicate how well this has been learnt.

The same principles apply to **lesson planning**. Staff are expected to plan all lessons using the school Lesson Plan (see Appendix 2). Formal lesson plans will only be required as part of the QA process. For most staff this will be 3 times per year. For staff who are NQTs or involved in a support programme this may be considerably more.

Assessments

Assessment is not separate to Teaching & Learning, it is at the very heart of it. All assessment is intended to achieve a dual purpose – to accurately identify the current progress of the pupil and inform the pupil and teacher of what they need to do to improve i.e. what Teaching & Learning is required. Assessment will be regular and purposeful targeting key aspects of the work done by pupils. Regular and accurate assessments will provide data which is used to identify intervention requirements and provide a clear picture of Whole School, Year Group, Department, Sub Group and Class performance.

Outstanding practice with regards to assessment is a regular and purposeful exercise which informs all aspects of teaching and maximises pupil progress. Teachers should assess pupils throughout each lesson and over a longer period of time. The methods of assessment will vary but the end goal will always be to see if progress has been made and inform the teacher of what needs to happen for further progress to take place. Short term progress within a lesson should be the aim for all pupils. In effect this means that pupils should learn what was being taught. The key is to make sure that what is being taught is relevant, engaging and appropriately challenging. It is essential that a teacher finds out what pupils have actually learnt at the end of a lesson as this informs what happens next. This does not mean everything needs to be formally assessed. There are informal methods of assessment as well as formal methods which can inform teachers of what has been learnt.

Each pupil will have a minimum of 1 **Summative Assessment** per Quality Assurance period. Summative Assessment is a test or extended piece of work which has been rigorously marked by the teacher and awarded a grade which indicates the pupils current attainment. This must be based upon the work which has been taught previously and will enable the teacher to accurately state the pupils current grade because it has an identifiable mark scheme. This assessment must incorporate aspects of the overall demonstration of learning, knowledge and skills required to achieve a grade. This is a cumulative approach assessing a range of content over time against the skills a pupil is expected to demonstrate at their point on the journey through St Cuthbert's.

Departments must carefully plan these assessments to ensure they provide opportunities for pupils to achieve across a range of grades which may be expected at that point in their journey e.g. it would not be expected that a pupil could achieve a grade 8 in Year 7 so the assessment would be pitched around pupils being able to demonstrate their abilities at grades which are possible to achieve by that stage. Pupils must not be assessed against skills and grades they cannot possibly achieve at their relative stage. Departments should consider how the assessment will inform them of the progress made by pupils and how it will be used to inform future planning and intervention. The key requirement here is that all staff within the department are fully conversant with the **Assessment Objectives** of the courses they are teaching.

The Summative Assessment must be given additional gravitas by being completed in exam conditions. This can be done in classrooms and just requires silence, no unauthorised resources etc. Pupils should be told in advance about the Assessment and the preceding homework should be to revise for it. Teachers must take time in a previous lesson to explain what needs revising and how this might best be done. All pupils will complete an end of year assessment for each subject in the exam hall. At a scheduled point of the QA period staff will be expected to award a grade based upon Summative Assessment. This will occur 3 times annually.

In addition to the Summative Assessments, pupils will have a minimum of 4 **Formative Assessments** per Quality Assurance Period (2 for KS3 Specialist Subjects). Formative Assessments should clearly link to the eventual Summative Assessment and should be seen as preparation for

it. These Formative Assessments require there to be a clear Assessment Objective in place which is being targeted. The teacher should assess this in detail and provide **Next Steps** to provide opportunities for the pupil to ‘upgrade’ their work if they follow the instructions or advice given. The Next Steps must be written in Green. They must be followed by a pupil response which attempts to upgrade the work. This pupil response must be done in purple. All pupil responses must be acknowledged by the teacher with an indication of whether or not they have achieved the Next Step. There is no definitive list of Next Steps which can be set but the principle is that if a pupil does what the Next Step says then they will have improved their work.

As with any other work or tasks given to pupils Next Steps should be differentiated. Lower ability pupils will need more guidance and assistance with their Next Steps. This could include the use of sentence starters, more explanation of any details required and other similar prompts.

While it is essential that formal assessment processes are in place and adhered to, there is a need for **Informal Assessment** processes within lessons too. These vary considerably between subjects. It would include: questioning, discussion with learners, checking and correcting work being done during the lesson, observing pupils (e.g. in groups, pace at which they work etc) and is in effect an ongoing dialogue. This type of assessment does not need to be recorded or reported.

Marking in books of work which is not formally assessed should be kept simple. It would for example include corrections to spelling mistakes or misconceptions, instructions to complete any missing work or to add more detail. This should be done where possible via **Live Marking** which is in effect monitoring of progress and pointers given to pupils during the lessons. It is not expected that staff collect in and mark books where no assessment has taken place. Staff must use a red pen for marking which is checking accuracy etc rather than in depth marking with feedback which must be in green.

If staff wish to undertake more assessments than those required in this policy they can use other **Assessment for Learning** strategies such as peer or self marking. This should not be used to simply reduce the amount of marking a teacher needs to do. Self or peer assessment must be purposeful and directed by the teacher in class to ensure it achieves its aims. Peer and self assessment can be used to improve learners understanding of assessment objectives if planned for and used properly. These strategies must not be used instead of the required 1 summative and 4 formative assessments by teachers during the QA period.

It is not only the learning objectives which should be assessed. Pupils work should also be assessed for **literacy** and **numeracy** and corrections made where necessary. This is particularly relevant to key subject terminology. This must be a focus on any work assessed by the teacher.

Each Department is responsible for establishing its own **grade criteria**. All grades are based on a 1-9 model and will include provision for pupils at Pre Level 1. Within each grade there will be a + = -. A pupil achieving a + has mastered the skills and understanding at that level and is moving to the next level. A pupil with a = is very much working at this grade but not ready to move up yet. A pupil with a – is above the grade below but only entry level at the grade awarded and has much to do still before moving on.

It may be possible that some pupils do not yet achieve grade 1. These pupils are identified as emerging towards grade 1. The data generated by these assessments will be used to monitor progress and identify intervention requirements. It is therefore of the most significant importance

that the data is accurate and relevant. All pupils will have an anticipated trajectory or flightpath they are expected to achieve in their 5 years at St Cuthbert's.

Pupils cannot be attributed with a grade 8 for example because they got 10 out of 10 in their assessment therefore cannot do any better. Each assessment needs careful planning and consideration to establish what is being tested and how it will be assessed. Grades must be awarded because a pupil has demonstrated a range of skills at the grade assessed as required.

Target Setting will be an end of Key Stage 4 **Minimum Expected Grade** (MEG) which is based upon Key Stage 2 data. In order to add value, Departments must exceed the MEG. Pupils achieving less than their MEG is not acceptable and all efforts to avoid this must be explored through a whole school approach using this policy in conjunction with the Teaching & Learning, Behaviour and Attendance Policies. The MEG will be established using Fisher Family Trust. Each pupil will also have an annual MEG e.g. 4+ at the end of Year 8, 5= at the end of Year 9, which will allow their progress towards end of KS4 Target. This is their trajectory.

These MEGs will provide an actual class data target each year. This will be a specific number e.g. + 1.2. This would be the minimum expected combined progress the pupils in that class were expected to make over the year. The targets will be differentiated and contextualised by subject (for trajectory not destination) and by pupil ability. FFT will also provide a more **Aspirational Target** for each pupil which indicates what they need to achieve to have good progress against national averages. This will generate a second point score e.g. 2.2. This will be the target progress score for the class overall. It is essential that no class falls below their MEG.

All pupils will be assessed early in Year 7 (see Assessment Calendar). This will provide data which indicates the starting point on the flightpath. A pupils expected trajectory along this flightpath will then be calculated from the first assessment point to their MEG. Pupils who are not making adequate progress will be targeted for Wave 1 Intervention.

Classroom teachers are responsible for conducting assessments and providing the consequent data. Heads of Department are responsible for ensuring the appropriateness of the assessments and the accuracy of the data through scheduled Departmental meetings which must include standardisation and moderation. All data analysis will be done centrally and provided to HODs who will then work with the Quality Assurance Team to make any necessary improvements.

The **assessment schedule** is clearly indicated on the school calendar. There are 3 designated QA periods each lasting 12 weeks. Within the first 9 weeks all assessments must be done. Each Year group has an identified deadline for submission of data. The timing of the assessments must take into consideration when the data is required for. The data which is inputted must be from a Summative Assessment and using the 1-9 grades as appropriate.

Reporting – Parents and pupils will receive their data progress against targets 3 times per year for each subject. The end of year report will also contain an Attitude to Learning comment of no more than 100 words from each teacher.

Homework

The **purpose** of homework is to facilitate recall of prior learning and / or to extend learning and understanding of topics being taught.

The primary type of homework set should be based upon revision for an upcoming assessment (this can be long term e.g. the Summative Assessment or short term e.g. an exam question in the next lesson). Staff should personalise homework where possible by asking pupils to revise or practice specifically what they need to improve on to get a better mark or grade.

The secondary type of homework set should be extension of knowledge and understanding acquired through research and extended reading.

The tertiary type of homework set should be practice e.g. specific Maths questions, playing a musical instrument.

Homework in itself should not be assessed in its own right. It should be completed by pupils to assist them with undertaking a task which will be assessed in class. If a pupil fails to complete homework this will be reflected in their assessment mark or grade and it is for the class teacher to use relevant Wave 1 Intervention strategies to address the issue.

Homework should be set by the teacher as and when it is appropriate for the class and individual pupils. It is likely this will be far more frequent the closer a pupil gets to final examinations.

Each Department should prepare a menu of 'Homework' exercises which includes revision topics, practice questions and extended research. Links to relevant websites etc should be included.

Teachers should look to use the School Rewards System to reward pupils who do their homework rather than sanctions systems to punish those who do not.

Intervention

An essential aspect of Teaching & Learning is appropriate and timely intervention. Intervention should provide pupils with the skills or knowledge they have not acquired in the normal course of affairs. This could be due to various reasons e.g. absence, misunderstanding, lack of attention. Teachers should know who these pupils are through conversations in the classrooms, book marking and assessment data.

There will be 3 'Waves' of intervention for underachieving pupils and the vast majority of pupils will be dealt with via Wave 1 from classroom teachers intervention.. There will be CPD on these to help improve practice. It is an essential part of Teacher Standards and the St Cuthbert's Way for a teacher to be able to identify and address underachievement. The St Cuthbert's Way essentially means that no pupil is left behind, meaning classroom based intervention is an essential component of teacher practice.

On rare occasions Wave 1 intervention will not be sufficiently effective. In these situations Wave 2 intervention will be implemented. Wave 2 intervention is primarily for SEND & PP learners as they are the ones funding the intervention posts. These will be identified via the data analysis and SLT will direct their Wave 2 intervention resources at these pupils. Wave 2 intervention is primarily conducted by HLTA's and staff timetabled for Intervention. In order for this intervention to be effective it is essential that the Department are clear on what skills or knowledge needs to be improved, how this will be achieved and monitored. The staff responsible for intervention will need to have the appropriate skills and resources to ensure they can achieve this.

Wave 1 Intervention Strategies	<ul style="list-style-type: none"> Provide subject specific SMART Targets in lessons. Increased practice with and preparation for Assessments. Discussion with the pupil to establish the particular need. Discussion with parents / carers about what they can do to help e.g. supervise revision. Text home regularly about progress. Provide catch up work. Set targets for the minimum amount of work to be completed in class or at home. Use peer support or peer assessment opportunities. Provide differentiated work. Seek advice from SEND or Behaviour Support. Observe the pupil where they are doing well. Use 'Live Marking' (red pen) to monitor work being done in class.
Wave 2 Intervention Strategies	<ul style="list-style-type: none"> HLTA Intervention during lesson times to 'plug any gaps'. Intervention Teacher to work with the pupil (core subjects only) to target any learning issues. HOD and or SENCO to assist the teacher looking at the pupils work then meet the pupil to discuss needs. HOY to become involved if there are behaviour issues and involve parents too. Attend subject specific additional lessons / booster classes. Referral to SEND or the DEN for support and strategy advice.
Wave 3 Intervention Strategies	<ul style="list-style-type: none"> Pupil is assigned a Key Worker.

Continual Professional Development (CPD)

The purpose of the Quality Assurance Programme and Appraisal is to identify areas for improvement across the whole school, in Departments and for individual staff. The CPD Programme is the method of improving this practice. It is essential to understand that not all CPD is formal training. CPD includes a combination of the following:

- Departmental Progress & Strategy Reviews
- Moderation & Standardisation
- Coaching (informal guidance and support)
- Mentoring (formal guidance and support)
- Observations
- Teacher Reviews & Appraisal
- Book Scrutinies
- Staff Induction
- Research
- Trialling new ideas

Departmental Progress & Strategy Reviews (DPSR) will be led by Heads of Department but they will have an agenda determined by SLT. The agenda will have standing items including Progress Data, Quality Assurance feedback & actions, assessment planning, moderation and

standardisation. All meetings will provide ‘Action Targets’ to be submitted to SLT Links and be completed before the next DPSR.

The Quality Assurance Programme will indicate specific aspects of practice that individual staff need to improve. Staff will then be expected to attend a formal training session on the identified aspect of their practice. Staff will be asked to address this area of practice in their lessons and will be observed doing so as part of the QA cycle. If staff are struggling to improve this aspect of their practice they will be appointed a coach who will work closely with them on developing it.

For some staff there will not be many specific aspects of their practice which requires formal training to improve. Formal training for these staff will focus on how they can share their practice and become coaches for others in school.

Formal CPD Sessions - All staff will need to attend or deliver a total of at least 6 formal CPD sessions across the year in addition to other meetings and events they must attend. Some staff will need to attend more than 6 to facilitate improvements to their practice. The areas targeted for CPD are areas of practice we need to improve to facilitate better progress for pupils. After completion of the sessions staff are expected to put what they have learnt into practice and this will be observed in the next QA period. If staff have made the necessary improvements they will be directed in the next QA session to an alternative aspect of practice to develop. If they haven’t improved sufficiently staff will be expected to attend the sessions again. If after 2 attempts staff still cannot demonstrate the required improvement then a coach will be assigned. Modules will be run by staff identified as outstanding practitioners in the particular field they are focusing on.

Coaching – For some staff the formal CPD sessions in themselves will not be sufficient to improve their practice. In these circumstances staff will be appointed a coach who has an expertise in the identified aspect of practice. This coach will work with the individual member of staff. They will look at planning, observe practice, advise on feedback etc.

Some staff will be trained to do the coaching and this will be an essential part of their CPD. Staff who act as coaches will be considered to have an expertise in aspects of their practice. A coach will work informally with a colleague for an agreed period of time. If coaching isn’t working then the member of staff will be assigned a mentor from the QA Team or SLT as part of a plan they will be on to help them improve their practice. Mentoring is more formal and the role of the mentor is to set targets and provide guidance on how to achieve them. This would be within an agreed time usually between 6-12 weeks and improvements in practice would need to be seen within this period.

External CPD – On occasion it will be possible that internal training is not appropriate to the CPD requirements of an individual member of staff. For example this would be situations such as changes to exam board requirements or the syllabus itself. On such occasions the member of staff should complete the request form and submit it to their HOD or if they are a HOD submit it to the relevant QA Lead for approval. If their HOD agrees they will submit the request to the QA Lead. If the QA Lead agrees the course is necessary they will submit the form to the Deputy Head for approval. All costs including cover and travel will be allocated against the budget spend of the Department making the request. It is therefore imperative that the course is essential as Departments have a finite budget.

Staff who require an external CPD course will only be approved if it meets the following criteria:

- It is not something which can be delivered or provided in school
- It is a requirement of their particular situation e.g. NQT Induction, Safeguarding
- It is a requirement of their Performance Management or Quality Assurance Targets
- It is an essential requirement of their post e.g. a HOD attending an Exam Board meeting

Staff Induction - Any new member of staff appointed will have an Induction day in the Summer Term before they start at St Cuthbert's. This will cover the St Cuthbert's Way including:

- Behaviour Policy
- Marking & Assessment
- Catholicity
- Safeguarding

Any staff who join during the year will have access to this induction at some stage during the year in January and May. This will be delivered by the QA Team

Quality Assurance

- All Departments will have 3 QA reviews per year. The HOD will receive feedback on all aspects of practice including planning, data, work scrutinies and lesson observations. These reviews will form the basis on Departmental Action Plans over the next 12 weeks.
- All teachers will be observed during each QA process by their QA Link. They will receive feedback and CPD based upon what their practice requires to be improved.
- Departments and individual teachers will then be graded on their overall performance (Appendix 3).



Scheme of learning

Scheme of Learning Number (1-15):		Year Group:
Topic(s):		Review Date: September 2018
Literacy:	Numeracy:	Assessment Objectives:
Revision:		Resources:
Summative Assessment:		Formative Assessments:
<ul style="list-style-type: none">• All Schemes of Learning will be produced using this format.• All Schemes of Learning and Assessments will be submitted for inspection upon request.• All Schemes of learning will be reviewed after 1 year and updated as appropriate.• All Schemes of Learning will include 1 Summative Assessment and 3 Formative Assessments (except KS3 Specialisms).• All Summative Assessments will include 50-75% of new learning being tested and 25-50% of previous learning being tested.• All Summative Assessments will be planned to ensure pupils can demonstrate where they are on the 1-9 scale.• All Summative Assessments will only include content which pupils have been taught and skills which they have learnt.• All Summative Assessments will be prepared for through built in revision.• All Summative Assessments will be issued with Next Steps indicating exactly what a pupil needs to do to move to the next Grade.• All Formative Assessments will assess what a pupil has learnt so far in the Scheme of Learning.• All Formative Assessments will be graded 1-9 or given a mark e.g. a question worth 10 marks.• All Formative Assessments will be issued with Next Steps which indicate specifically what a pupil needs to do to improve their work and achieve a higher grade or a higher mark. Pupils must then respond to the Next Steps and upgrade their work. They will then receive a re-mark or re-grade.		



Lesson Plan

Lesson Title	
Learning Objectives	
Differentiation	
How Assessed	
Key Words / Literacy	
Tasks	

Grading the quality of Teaching & Learning

Grades must be considered against a range of criteria including Lesson Observations, Book Scrutiny, Progress Data and Pupil Voice. There is a specific breakdown of exactly what is required to judge a lesson or books attached the forms for each to be completed as part of QA.

Outstanding

All books scrutinised demonstrate pupils are making good or outstanding progress. It is clear that pupils are working at or above expected and the quality of their work has demonstrably improved over the course of the year.

Books demonstrate an excellent work ethic and pride in appearance. The amount of work pupils regularly do in class and the presentation of the work are a reflection of how well they are progressing.

Data for all classes indicates the vast majority of pupils have made demonstrable progress since baseline and are at or above expected progress at this stage.

Next Steps are focused on Assessment Objectives and clearly indicate specifically what a pupil needs to do to improve. The pupil has then addressed the Next Step and significantly 'upgraded' their work.

Lesson planning is informed by prior attainment and differentiates for the range of needs of pupils. It provides pace, challenge and variety.

Lessons taught demonstrate high expectations of all learners, excellent subject knowledge, highly effective questioning and excellent Behaviour for Learning (see Lesson Observation Form).

The teacher fully complies with all school policies.

Good

Most books scrutinised demonstrate pupils are making good or outstanding progress. It is clear that the majority pupils are working at or above expected and the quality of their work has demonstrably improved over the course of the year.

Books demonstrate an excellent work ethic and pride in appearance. The amount of work pupils regularly do in class and the presentation of the work are a reflection of how well they are progressing.

Data for all classes indicates the majority of pupils have made demonstrable progress since baseline and are at or above expected progress at this stage.

Next Steps are focused on Assessment Objectives and clearly indicate specifically what a pupil needs to do to improve. The pupil has then addressed the Next Step and has attempted to or slightly 'upgraded' their work.

Lesson planning is informed by prior attainment and differentiates for the range of needs of pupils. It provides pace, challenge and variety.

Lessons taught demonstrate high expectations of all learners, good subject knowledge, effective questioning and good Behaviour for Learning (see Lesson Observation Form).

The teacher fully complies with all school policies.

Requires Improvement

Any of the criteria in good are not evident.

Inadequate / Cause for concern

Pupil progress is not evident through data or book scrutiny.

Several of the criteria for 'Good' are not in place.

The teacher is not complying with school policies.