

TEACHING, LEARNING AND ASSESSMENT

Teaching and learning are interactive. In the purposeful learning environment which we as teachers create, students will be challenged to fulfil their potential and become independent learners with skills for life-long learning. Students are fully engaged in a reflective learning process in which their achievements are recognised and rewarded and realistic but challenging targets for development are set.

1. CYRES MODEL LESSON STRUCTURE

Carefully planned and clearly structured lessons promote learning. The **St Cyres Model Lesson Structure** ensures that teachers and students:

Connect the learning.

Teachers must share the learning objectives with all students as this allows them to engage with the process of learning and understand what they need to do to be successful in their learning. When students know what they are expected to learn and how they can achieve it, they can take responsibility for their own learning.

Input new material.

Students learn in different ways. Activities should be varied, purposeful and appropriate to meet the abilities and learning preferences of all students. Students must have the opportunity to work in a variety of ways, such as individually, in pairs, small groups, whole class situations. Effective study skills will be developed.

Demonstrate new knowledge.

Students engaged in their own learning through a variety of tasks which develop subject specific skills and key skills. Successful work is supported by scaffolding (writing frames, sentence starters) and modelling (sharing students' work, working through examples, guided writing, sharing planning and demonstrations). Formative feedback from teachers and peers enables students to identify strengths and target areas for improvement.

Review and recall what has been learned.

The learning objectives will be revisited throughout and at the end of the lesson so that teachers and students can review what has been learned.

2. ASSESSMENT FOR LEARNING

Assessment for Learning underpins our teaching, learning and assessment practices throughout the whole school. The following 'Assessment for Learning' strategies are therefore integral to good classroom practice and fundamental to successful teaching and learning. Assessment for Learning has a positive effect on students' attitudes, motivation and self esteem and facilitates and monitors progress in students' learning.

Sharing Learning Objectives

- a) writing them on the board
- b) explaining them clearly at the start of the lesson
- c) Placing the lesson's work in the context of the objectives of the unit
- d) reminding students of the objectives during the lesson
- e) reflecting on the objectives at the end of the work

Questioning

- a) open questions posed
- b) high order questions posed
- c) 'hot seating'
- d) 'no hands up'
- e) brainstorming

Effective oral/written feedback

- a) focuses on the subject matter
- b) provides information that students understand
- c) focuses on strengths and weaknesses
- d) provides students with an opportunity to act on advice
- e) comment only marking
- f) explicit reference to shared assessment criteria

Individual target setting

- a) specific pointers for how the students could improve their work
- b) 'SMART' personal targets are used

Effective peer assessment

- a) students use assessment criteria/mark schemes/exemplars
- b) 'Traffic lighting'
- c) students use the language of assessment to set targets

All assessment information should be used formatively. The aim of formative assessment is to give students clear guidance about how to improve their work. The assessment criteria for both class work and homework task must be shared with the students.

- All work that is formally assessed must receive formative comments. This will usually be in writing. When formative feedback is given verbally by the teacher, it may be appropriate for it to be recorded by students in exercise books or files
- Opportunities must be given for students to act upon the guidance. This could be done through class or homework, for example: a starter of a plenary activity, peer teaching or re-drafting pieces of work.
- Formative comments should:
 - Be concise and accessible for students
 - Highlight achievement
 - Indicate how improvement can be achieved, usually consisting of one or two targets
 - Be personal by using the student's first name
 - Encourage and support the student in a constructive way
 - Encourage students to take ownership of their learning
- Peer and/or self-assessment should take place regularly in every subject area. The aim of self assessment is to enable students to be actively involved in the assessment process and give them ownership of their learning.

3. PRESENTATION OF WORK

Teachers must ensure that work is presented to the highest possible standard at all times, excluding rough and draft work.

- All written work must have titles underlined, a date and a clear indication whether work is class or homework.
- Diagrams must be drawn in pencil and labelled in ink
- When completing ICT based work, presentation remains very important and should be checked for grammar and spelling errors
- Books, folders and planners used by students should not be defaced/covered inappropriately.

4. **HOMEWORK**

Learning takes place inside and outside the classroom. To support students,

- Homework must be set regularly by subject teachers according to the homework timetable.
- Homework instructions must be clear, written on the board and recorded by students in planners/exercise books.
- Where homework is most successful it will be planned to extend the knowledge and skills the students have learnt in the lesson or provide an opportunity for students to prepare for the next lesson.
- Homework activities will vary and could include questions, research, thinking, reading, extended writing, past papers, notes, learning/revision.
- Homework activities will be differentiated so that all students can access the task.
- Homework must be assessed as appropriate to the nature of the work either by the teacher, peer/self assessment, orally or by testing.
- Persistent and uncooperative defaulting in the completion of reasonable homework tasks will be dealt with in line with the whole school policy on rewards and sanctions.

Heads of Faculty/Department will:

ensure that subject teachers set and mark homework regularly.

The Leadership Team and HOYs will:

make random checks of planners for pupils in Years 7 to 9 after assemblies to ensure that regular homework is set. The quality of homework is also checked as part of the Leadership Team Exercise Book Check.

5. **MARKING OF STUDENTS' CLASSWORK AND HOMEWORK**

All marking will:

- Occur regularly
- Follow a range of different styles (outlined below) as appropriate
- Be helpful to the student, teacher and parent
- Re-enforce the importance of spelling, punctuation and grammar

Routine Marking

While much work will be assessed and marked in depth, not all pupil activities will require such detail. Some marking may be brief e.g. to acknowledge the completion of work and presentation. A tick/short comment will suffice.

Marking Key Exercises

- Work should be assessed according to specific pupil-friendly criteria relative to the exercise or activity involved.
- Comments throughout the work should emphasise the positive and identify key areas for development.
- Where appropriate there should be constructive suggestion/targets for further improvement.
- There should be regular opportunities to reflect on the individual's progress against his/her own level of performance.

Marking by students/peers

- Some work e.g. questions and answers can be ticked.
- Some extended work can be assessed according to pupil-friendly criteria.

6. REWARDING ACHIEVEMENT

Student achievement must be celebrated. This can be done in a number of ways:

- Using the school merit system
- Praise postcards and departmental certificates
- Letters of commendation to parent/carers
- Displaying students' work
- Sending students to the Head of Department or SLT to show good work

7. CHALLENGING UNDERACHIEVEMENT

Identifying and challenging underachievement is the responsibility of all teachers.

- Teachers must familiarise themselves with relevant data as it becomes available (NFER, predicted and target grades, value data, performance analysis data and internal standardised assessment data)
- Relevant data can be shared with students
- Teachers must address barriers to learning which may prevent students from achieving, such as disruptive, passive behaviour or lack of confidence
- Teachers must be aware of other factors, such as SEN and GT needs as well as any social and emotional influences that may affect learning
- Regular department discussion must focus on promoting achievement and result in actions that challenge underachievement

Subject teachers must:

- Talk to students about their learning in order to establish reasons for any underachievement.
- Give regular short term achievable meaningful targets and learning goals
- Targets are usually negotiated and must be reviewed.
- Recognise all progress made.
- Use appropriate sanctions when work or behaviour fails to meet an acceptable standard.
- Keep Head of Faculty/Head of Department/Head of Year informed.

Heads of Faculty must:

- Ensure Schemes of Work and assessment tasks are appropriate, rigorous and sufficiently challenging. Schemes of Work and assessment tasks must be reviewed and amended as appropriate.
- Regularly lead the department/faculty work against age related expectations
- Monitor and track the progress of individuals and groups of students against relevant data.
- Liaise with Heads of Year.
- Use appropriate actions to support students and staff in challenging underachievement
- Liaise with students, staff and parents regarding actions to tackle underachievement

8. DIFFERENTIATION

Every student is entitled to a positive meaningful learning experience and every teacher has a responsibility to meet the educational needs of all students.

- Information on students with SEN/G&T is available on shared documents. This information must be entered in all mark books and targets discussed with students
- Information regarding these students informs the planning and preparation of lessons
- The SEN department will support staff in meeting the needs of students. This will include providing information, guidance on appropriate teaching strategies and the adaptation and provision of teaching resources
- The Director of Learning Support will assign LSA's to support the teacher in meeting the diverse learning needs of students

- They will work with teachers both within the classroom environment and outside the classroom in the direction of the teacher
- It is the responsibility of the teacher to provide appropriate guidance to the LSA. The teacher is responsible for the planning of work
- There should be regular communication between teachers and LSA's about how teaching can be structured to support students

9. TEACHING AND LEARNING IN LEARNING COACH TIME

The Learning Coach has an integral role in supporting students learning and personal development.

The tutor sets the standards and expectations of the students for the day. A partnership exists between the Learning Coach and Head of Year in order to monitor the academic and personal development of students within the form

- Registration periods are part of the school day and should contribute to the learning and teaching process in the school
- Registration periods are formal occasions and silence should be maintained while the register is taken
- Students must be engaged in meaningful activities during tutor time e.g. quiet reading and thought for the day.

RECORDING AND REPORTING

A manageable amount of data is collated centrally on Assessment Manager on each student. This provides a clear overview of individual, class and year group progress which informs target setting and

1. RECORDING ASSESSMENT DATA

Assessment is a continuous and regular process. Student assessment records will highlight:

- the prior attainment of each student e.g. SATs results, NFER scores.
- the current and target NC Levels/GCSE/AS/AL grades
- the specific learning needs of each student
- attainment in common assessment tasks and examinations
- achievement and underachievement
- the students' readiness for future learning
- the effectiveness of the teaching methods employed and the current scheme of work.

2. SETTING INDIVIDUAL STUDENT TARGET LEVELS/GRADES

- All subject teachers will set target levels/grades for their students. These will be informed by the assessment data held centrally on Assessment Manager. These individual targets will then be collated to set departmental/faculty performance targets.
- Target levels/grades are reviewed throughout the year.
- Students with their teachers will set individual subject specific targets which will enable them to achieve their overall target performance.

3. COMMON TASKS

In each subject area students will have the opportunity to complete common tasks. These can include an extended piece of written work, an investigation project, a practical task, whole class presentations which may use ICT, an oral or aural activity, a mid topic test, an end of Key Stage test or the end of year examination.

- At KS3 it is the responsibility of individual departments/faculties to ensure that National Curriculum Levels of Attainment are used for each common assessment.
- At KS4 it is the responsibility of individual department/faculties to ensure that grades are awarded according to examination board criteria.
- Each department/faculty must have a clear rationale regarding the awarding of the National Curriculum Levels/grades within each subject area across the entire year group.
- Each department/faculty must have a clear rationale for awarding Teacher Assessed Levels for the end of Key Stage 3.
- Pupils are made aware that common tasks will take place in all curriculum areas throughout the year.
- This data is collated and recorded centrally following any necessary departmental/faculty moderation.
- This data is used to monitor and evaluate student progress in all classes and associated teaching and learning strategies to ensure continued challenge.
- consider exemplification materials at KS3.
- develop a portfolio of material which demonstrates the agreed standards at KS3 and which includes samples that exemplify specific levels and standards, as well as a more comprehensive collections consisting of several pieces of work across the whole ability range.
- ensure that course work is moderated to meet GCSE/Entry Level/GNVQ and AS/AL requirements.

Faculties Need To:

- use the Programme(s) of Study to agree/identify opportunities for assessment. Attainment targets define the expected standards of students' performance. Level descriptions define the knowledge, understanding and skills associated with that level in the attainment target concerned.
- plan a variety of learning experiences for their students in their Schemes of Work which will allow for different forms of assessment. This will allow departments to identify students' strengths and weaknesses of all students so that improvements can be made.
- have a clear and high expectations of students' performances and provide them with understandable assessment criteria so that they are clear about what they need to learn.

4. REPORTING TO PARENTS

The school produces reports for the parents of all students twice a year. Students will receive an interim report at the end of the Autumn Term and a full written report at the end of the academic year. Year 11 will receive their full report after the Mock examinations and prior to the Parent Consultation Evening. In both the interim and full report information focuses on:

- student progress relative to the standard across the year group
- the completion of homework
- effort.
- conduct.
- a record of attendance.

In addition, in the full written reports teachers will:

- record examination marks as appropriate.
- comment on the strengths of the students' work
- give targeted advice for improvement.

5. END OF KEY STAGE THREE ARRANGEMENTS

- Maths, English and Science Faculties will need to use the evidence from teacher assessments to ensure students are entered for their appropriate tier of the tests.
- Faculties will analyse teacher assessment and test results as a basis for a review of the effectiveness of teaching and learning in KS3 as well as analysing the performance of students in different attainment targets and different teaching groups.

- The Academic Board will use the results of KS3 results, together with teacher assessments, to discuss the grouping of students in Y10.
- Foundation subjects should ensure that the Levels of Attainment awarded at the end of KS3 are based on rigorous assessments which are standardised according to the NC criteria.

6. ROLES

In order to ensure the consistent and effective implication of the school's assessment policy the following staff roles are central to the running of the policy

THE LEADERSHIP TEAM will:

- facilitate INSET/discussion opportunities for faculties or teams of teachers to discuss assessment/recording/reporting. (ARR)
- look at early predictions of final GCSE/AS/AL grades and encourage individual students to see that with more effort, higher expectations and increased motivation, they can improve their performance
- sample the work in the faculty and the year within their oversight
- analyse and evaluate test/exam results and discuss implications of findings with departments with respect to future developments in teaching and assessment.

ASSESSMENT CO-ORDINATOR will:

- support, monitor and evaluate ARR within the school.
- work with Heads of Faculties to develop faculty/department assessment policies in accordance with the school policy.
- advise staff about ARR.
- promote self-assessment and Assessment for Learning within the school.
- assist the LT in the monitoring of ARR.
- ensure effective dialogue with parents in accordance with school ARR policy.

HEAD OF FACULTY will

- monitor and evaluate teacher's marking and other ARR practices within their department
- promote consistency in ARR within their department
- ensure their staff have access to relevant publications and are fully informed of the arrangements for public examinations and SAT's
- use the results of assessment to inform and direct future teaching and curriculum
- undertake periodic examination of students' written work. Follow up is needed when standards are poor or excellent.
- periodically meet with their Leadership Team link.

HEADS OF YEAR will

- undertake to oversee the collation of reports and ensure that the reports are kept in a central location
- identify discrepancies in standards of achievement between subjects and identify strategies, which will address any weaknesses found.

LEARNING COACHES will

- regularly check and monitor students progress.
- undertake after the end of year examinations, to examine comments made by staff on the reports and discuss with the students.
- deliver those aspects of the PSE course relating to preparing for examinations, e.g. how to revise effectively.

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