



# Teaching, Learning and Assessment

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## History of policy changes

Date	Version	Change	Origin of change e.g. change in legislation, request by TU	Changed by

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## **Section A: Our Philosophy at Pittville School**

The first priority for the governors, senior leaders, curriculum leaders and teaching staff at Pittville School is teaching and learning. At Pittville School we want to support a culture in which teachers feel confident discussing the teaching and learning that goes on in their classrooms and to provide the support they need to continue to develop their practice throughout their careers. We believe students have the right to experience excellence in the quality of teaching they receive. Students are not passive in experiencing excellent teaching and learning; they take ownership of their learning and work with teachers to create an exciting, supportive, and purposeful environment.

A relentless focus of developing a culture of excellent teaching and learning underpins our whole school staff development, quality assurance processes and performance appraisal systems.

Our teaching and learning strategy will be based on the continuous development of our Pittville Learning Principles drawn from the Durrington Research Schools' 'Making Every Lesson Count' publication.

- CHALLENGE
- EXPLANATION
- MODELLING
- PRACTICE
- QUESTIONING
- FEEDBACK

Focusing on the six principles above will enable staff to share a common language around teaching, encourage teachers to take risks and experiment, challenge all our learners and make every lesson that we teach count.

The role of assessment is integral to the effective and sustained implementation of the PLPs. Excellent teaching and learning can only be realised if assessment has been undertaken effectively, so that teachers fully understand students' learning needs, plan to address identified gaps, and set targets that help students to improve. Likewise, effective assessment needs to take place before students can have full control over their learning, celebrate their successes and reflect on their mistakes, learning from them to be able to develop further.

## **Section B: Planning for Outstanding Teaching and Learning**

Excellent planning is at the heart of outstanding teaching and learning.

At Pittville we are committed to the ongoing development and refinement of a 5-year curriculum model. Across all curriculum areas leaders have developed a carefully and coherently sequenced curriculum which allows to learners understand the relevance of what they are currently learning in relation to both previous and future studies.

This 5-year curriculum underpins a curriculum map in each subject for each year group, which details the long-term overview of what is to be studied. This outlines:

- What topics will be covered
- What key knowledge, understanding and skills will be taught
- How the learning will be assessed.

In addition, teachers need to have a medium-term plan for each topic or unit of work which outlines:

- The key learning point / question and learning outcomes for the learning episodes
- The main teaching activities
- Home learning activities
- What assessments need to take place
- Resources required

- Opportunities for students to develop elements of the whole school personal development curriculum
- Opportunities to develop literacy, numeracy, and verbal communication skills

Curriculum maps and medium-term plans are the overall responsibility of curriculum leaders. Through whole school quality assurance processes, senior leaders will monitor the curriculum maps and medium-term plans to ensure there is clear progression of knowledge, understanding and skills across the year groups.

When planning individual lessons - teachers should consider:

- What is the key point / learning question?
- What is the prior / current attainment of the class?
- What activities are required to consolidate learning and introduce new learning to the students?
- What opportunities are planned to monitor student progress against the learning outcomes?
- How are the needs of groups of students (PP, SEND, EAL and other target cohorts) and individuals who are underachieving are being met?
- What opportunities are planned for students to reflect on their own and others' learning?
- What home learning will be set to consolidate / extend the learning of students?

Delivering outstanding student outcomes means considering how lessons match the requirements of the Ofsted framework. The teacher should keep these in mind whenever they are planning lessons. The criteria for Outstanding Quality of Teaching are:

- Most teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication, and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning.
- Consistently high-quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.
- Teachers use well-judged teaching strategies, including setting appropriate home learning tasks that, together with clearly directed and timely support and intervention, match pupils' needs accurately.

### **Section C: Planning for Outstanding Assessment and Monitoring of Progress**

Assessment plays a vital role in monitoring student progress and ensuring that high quality teaching and learning can take place. Without high quality assessment, excellent learning cannot take place, as it is impossible for the teacher to meet the students' needs or for the student to understand how to improve. Various forms of assessment are used to ensure that students make progress.

The most regular form of assessment is the day-to-day assessment for learning that teachers conduct in the classroom. Feedback of this assessment for learning can be done orally or in written form; a combination of both is encouraged. Sometimes students will need instant feedback that assesses their thinking when, at other times, it is best that students receive detailed written feedback.

Summative data will also be used to report to students and parents to show them their most recent assessment outcomes and (at Key Stage 4) their estimated grade at the end of their course. As such, it is crucial that assessment opportunities, whether formative or summative are planned for carefully. All teachers are responsible for looking at

their class data and highlighting underachieving students and deciding on suitable interventions, using the whole school Wave 1 – 3 intervention model. They must input assessment data onto SIMs, according to the whole school assessment calendar, to support school leaders and the data manager in accurate data harvesting and analysis.

Once assessment data has been collated and analysed, curriculum teams / individual teachers will modify the next learning sequence to consider the previous learning, addressing any gaps that may be evident. To support the students in accelerating their progress, assessments should be differentiated appropriately for the student and subject with access arrangements applied where appropriate for students across all year groups.

Assessments for each Key Stage should be set, published, and undertaken according to the whole school assessment calendar so that there is consistency across each year group and curriculum area. Curriculum leaders are responsible for monitoring that teachers carry out assessments in accordance with the assessment calendar.

Senior leaders will monitor the assessment overviews and medium-term plans to ensure there is clear progression of knowledge, understanding and skills across the year groups.

### **Quality Assurance of assessment and feedback**

Curriculum leaders will carry out 'learning reviews' and lesson observations which form part of their self-evaluation and allow for triangulation of evidence in relation to students' attainment at calendared assessment points.

Senior Leaders carry out learning reviews (as per the published quality assurance calendar) to monitor the quality of feedback and its impact on both teaching and learning as expected and outlined in this policy and student progress in relation to intended curriculum aims.

### **Section D: Grading Assessments and Reporting Progress**

Key principles:

- Data reported home should correlate with students' understanding of the progress they are making in each of their lessons.
- Data reported home should empower parents / carers to support their children in making sustained progress.
- Data entry should not be an exhaustive / time consuming process for staff.
- Data that is entered should be utilised to inform future teaching or required interventions.

#### **Key Stage 3**

All standardised assessment at KS3 should be designed to allow for comparative analysis. These assessments should reflect the subject skills that students are required to deploy in reformed GCSE specifications. Individual assessments at Key Stage 3 should not be marked using summative 9-1 grading or reference made to former national curriculum levels or sublevels. Pieces of work should be assessed in terms of strengths and areas for development in relation to students' progress toward intended curriculum aims. The main focus for the students should be on receiving and then acting on formative comments.

#### **Key Stage 4**

All standardised assessment at Key Stage 4 should be cumulative to allow for comparative analysis across the entire cohort. Assessments at Key Stage 4 should be marked in line with new numerical grades 9-1 or reformed BTEC / Technical Award specifications. Examination board criteria should always be used when making judgements about grading students' work. KS4 students are to be made aware of their current estimated grade in relation to their published minimum target grade (FFT 20). However, as with Key Stage 3, the main focus should be on students receiving and then acting on formative comments to facilitate further progress.

## Reporting Progress

### Fischer Family Trust (FFT) Data

FFT benchmarks are based on how similar pupils nationally performed in the subject last year (similar pupils are defined as similar prior attainment, gender, and month of birth). Typically, FFT benchmarks are refined each year as the results of the most recent Year 11 cohort are incorporated into the cumulative historical data set.

*N.B: In response to the Centre Assessed Grade process used for the 2020 and 2021 cohorts – the data set used for this year refers to up to and including the 2019 GCSE cohort.*

Average (FFT50 – 50th percentile progress): Expected progress for students in schools that made the average progress last year.

High (FFT20 – 20th percentile progress): Expected progress for students in schools that made greater than average progress.

Very High (FFT5 – 5th percentile progress) Expected progress for students in schools that made much greater than average progress.

Increasing the level of challenge will increase the benchmark values. As a school we expect all students to make greater than average progress during their 5 years of study. As such – all Minimum Target Grades will utilise FFT 20 as the standardised benchmark.

The teacher marksheet for each subject displays all FFT 20 benchmark data for the different Attainment 8 / Progress 8 suites of subjects available to students. **This is for staff information only** to give the most comprehensive data set possible regarding the expected progress of each individual student.

#### KS3 Target:

For KS3 students – the FFT20 remains formatted in fine data (e.g., a student with a FFT20 benchmark of 6.3 in English and 6.7 in mathematics is projected to have a greater likelihood of securing a grade 6 or above in their mathematics qualification though is projected to attain a grade 6 or above in both subjects)

#### KS4 Target:

This is the Minimum Target Grade that will be shared with parents in written reports. This will be derived from an aggregate of the FFT 20 benchmarks referred to above. Parents and carers will be instructed to see this as guideline Minimum Target that may be refined over time in line with FFT benchmarks.

#### KS3 Reporting - Curriculum Coverage:

Data entry for students at KS3 will not request an indicator of students' progress against Minimum Target Grade (T+, T+, T- etc.) Instead, in acknowledgement of the extensive work done by curriculum areas in the building of a cohesive, sequenced five-year curriculum the requested data submission will request teachers' professional judgement regarding each students' knowledge / skills acquisition to that point in relation to the intended curriculum.

Exceeding	The student has exceeded the expected knowledge / skills acquisition to this point. As a result, they can confidently access the planned future learning and can retrieve / apply prior learning as needed.
Meeting	The student is meeting the expected knowledge / skills acquisition to this point. As a result, they have a secure foundation with which to access the planned future learning and can retrieve prior learning as needed.
Working Toward	The student has not met the expected knowledge / skills acquisition to this point. As a result, they do not yet have a secure foundation with which to access the planned future learning and retrieve prior learning as needed. To remedy this some form of intervention is required.
Appropriate	The student is in receipt of a suitably scaffolded curriculum that enables them to actively engage in planned learning activities within the context of a mixed attainment group.

	This categorisation may only be used for students with a designated EHCP or recognised additional learning need as agreed by the SENCo.
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Where we state that students are 'working toward' in their curriculum coverage we are informing parents that students do not yet have a secure foundation with which to retrieve prior learning and access planned future learning as needed. To remedy this some form of intervention is required.

It is expected that the information reported home to parents will correlate with information that is included within curriculum area 'Wave 1-3' support and Intervention plans.

Please note – where the required intervention refers to a change in student behaviour this should be reflected in the ATL data entry for that student.

KS4 Reporting – Progress to Minimum Target Grade:

The key element of the KS4 reporting will be the teacher judgement of Current Estimated Grade (CEG):

- Subject teachers will indicate student progress toward their **FFT 20 Minimum Target Grade (MTG)** via the input of a Current Estimated Grade.
- This is a current forecast of the grade a student is likely to attain at the end of their KS4 course given their completed assessments, classwork, and home learning to date across the duration of their KS4 studies. (Thus - informed by but not necessarily the same as the grade that would have been awarded for their most recent formal assessment).
- The Current Estimated Grade may change from one data reporting session to another if there are variations in a student's work and performance.
- This data set is not intended to serve as a motivational tool for students. To ensure a consistent approach to data entry – and so create a comparable data set that can inform strategically targeted intervention. Subject teachers are instructed to not apply a cautious / optimistic approach to data submitted.

### Section E: Assessment for Learning

Assessment for learning is at the core of outstanding lessons because it enables teachers and students to identify what has been learnt and what are the next steps that need to be taken for students to progress further.

Planning and delivering outstanding formative assessment:

The frequency of written formative assessment should be agreed by individual curriculum teams. This must allow for review of student progress in relation to intended curriculum aims and thus inform future teaching and learning.

The best quality formative assessment will:

- be timely, providing feedback quickly
- state clearly what a student has done well, linking praise to specific / appropriate success criteria
- highlight what improvements are required to move the student forward to the next level or grade
- set an action that the student must carry out to prove that they are engaging with their learning
- plan time for students to action their required improvement / area for development as part of normal classroom routine.

<b>Feedback in books</b>	
<b>Good formative assessment</b>	The teacher marks a piece of work and gives the following feedback: <i>You have worked hard to improve your use of vocabulary. What is needed now is for you to develop a more formal style when writing for particular audiences.</i>

<p><b>Outstanding formative assessment</b></p>	<p>The teacher marks a piece of work and gives the following feedback:  <i>You show that you are using grade 6 vocabulary, e.g., your word choices 'macabre' and 'gruesome'. Your target is now to develop a more formal style to move up to a grade 7. Action: To replace the underlined words in your work with more formal word choices.</i></p>
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In responding to the feedback, students are expected to undertake actions that will further develop their knowledge, understanding and / or skills in a certain area that was deemed to be less developed than others in the assessment.

Teachers need to explicitly model the role of feedback so students understand how this can be used effectively.

### Self and Peer Assessment

Outstanding teaching and learning will encourage students to become more reflective and an effective way of developing skills of reflection is to carry out self or peer assessment. Self or peer assessment should not be confused with self or peer marking. The latter is about asking students to grade their peers. The former involves students engaging with the set criteria and suggesting improvements.

Self or peer assessment will only work if the clear criteria are accessible to students. Best practice would be for students to rewrite the generic mark scheme in their own words. Although self and peer assessment is a valuable skill to develop in our students, the teacher should still check the accuracy and quality of the students' judgements to ensure the comments are helpful and meaningful.

Part of students' actions following a formative assessment, should be to correct literacy errors. Teachers should be aware that some students will need to be shown how to do this, and all actions should be set up in a way that allows students to understand the literacy mistakes that they have made and learn from them.

### Section F: Presentation of Work

We believe that well-presented, tidy work will help students to be in control of their learning, to value their learning and aid effective revision before assessments and examinations. As with all aspects of teaching and learning, it is the primary responsibility of the subject teacher that their students' work is excellently presented.

As part of their regular marking, teachers should check the student's presentation, getting them to correct any slips or errors in presentation. Sanctions can be used where a student is repeatedly failing present their work to agreed expectations.

### Section G: Inclusive Teaching

Ensuring inclusion involves setting appropriate, differentiated learning challenges, responding to students' diverse learning needs, and working to overcome potential barriers to learning and assessment. PP/SEND/EAL/HA information should be used by teachers to inform planning, monitoring, and intervention.

If teachers have a teaching assistant in their class, then the role of the TA must be clearly defined and planned in advance. Regular conversations should take place between the teacher and the TA on how to best support the learning of targeted students.

### Section H: Home learning

Home learning enhances the learning that takes place during lesson time. Research shows that where home learning is appropriate and supports students' academic learning, it has a significant impact on accelerating progress (*see the work of John Hattie and the Education Endowment Foundation Research on home learning.*)

Home learning should be deployed by curriculum teams to support students in meeting the intended curriculum aims for each sequence of learning and as such there is no home learning timetable that prescribes a minimum frequency within a set timeframe. Curriculum teams will agree standardised home learning pieces that can be shared with key stakeholders at the beginning of each half term.

When setting home learning, teachers should consider the following:

- Is the home learning task making use of effective remote learning strategies developed during mandated periods of remote provision?
- Is the task being set helping students prepare for new learning or is it consolidating / extending their learning?
- Is the task being set challenging for students and will it engage them?
- How much time is appropriate for the students to complete their home learning to an excellent standard?
- How much choice or input do students have in how they present their learning?

Show My Homework Protocols:

For the 2021 / 22 academic year – 'Show My Homework' (SMHW) will remain the primary vehicle for the setting of home learning. In accordance with the whole school ICT strategy, it is intended that we will transition to Microsoft Teams as the primary vehicle prior to the end of the academic year.

Use of TEAMS:

- All communication uploaded to TEAMS– including student instruction and attached resources – is in the public domain. This is accessible to all stakeholders in addition to colleagues from other SMHW licensee schools. As such – all information uploaded by Pittville teaching / support staff must always adhere to the highest standards of professional conduct.
- Students (and parents) may communicate with staff via the SMHW platform. Staff may respond to these messages at their own discretion. Where dialogue takes place - staff must always adhere to the highest standards of professional conduct, establish clear boundaries, and consider effective work / life balance.
- When creating home learning tasks via Show My Homework staff should use the labelling template below to allow for ease of navigation for all stakeholders and facilitate the re use of home learning tasks by colleagues

1. PITTVILLE SCHOOL
2. CURRICULUM AREA
3. YEAR GROUP
4. HOME LEARNING TITLE

Inclusive home learning:

- Whilst most of our students have access to the internet - including through their phones - to see the home learning set, this does not mean everyone has access to print off attachments or use websites. As such, staff must print off worksheets on paper that can be distributed in hard copy. Any attachments are then available to students as a back-up.
- Where home learning tasks require students to use the internet - staff should set a deadline that allows sufficient time for them to access school computers if they need to.

## **Final Thoughts**

This policy provides clear guidance on what is expected of teachers at Pittville School. Teaching, learning, and assessing are our core purposes; thus, we strive to give the best learning experiences for all our students. Helping our students to learn best through a combination of highly effective assessment and adaptive and responsive teaching should always be the number one priority for all teachers and nothing should detract from what we do best.

## **Section I: Appendixes**