



Governing Body of Walney School

TEACHING, ASSESSMENT & LEARNING POLICY

Statement as to where and to whom this policy is available

School Staff Responsible for Maintaining this Policy:	Mr M Barton
Governing Body Committee Responsible for Approving this Policy:	Full Governors

Date Approved:	September 2017
Review Cycle Length:	2 years
Next due for Review:	September 2019

Signed (Chair of Committee): _____



Walney School: Teaching, Assessment & Learning Policy

This policy is designed to 'support our students to work hard; supporting each other through collaborative learning.'

Our Values

We have a very simple goal, to ensure that all our students are supported to reach their full potential and leave as happy well-rounded individuals with the qualifications and skills they need for the next stage in life. Walney School strives for high quality teaching and learning, supported by assessment practices, to enhance our students' life chances.

We believe high quality:

Teaching

- Is improved by collaborative planning and evaluation.
- Is underpinned by high expectations of what students can produce and achieve.
- Is enhanced by a desire for continuous professional development to secure strong subject and pedagogical knowledge.
- Is strengthened by a positive learning climate.

Assessment

- Must be meaningful and manageable.
- Must be challenging to set high expectations for teaching and learning.
- Must identify students' strengths and learning gaps.
- Must drive intervention in the classroom, close to the point of first teaching, to close students' learning gaps.

Learning

- Requires learners to work hard throughout a logical sequence of learning.
- Requires learners to take responsibility for their own learning and become increasingly independent.
- Requires learners to respond to feedback.
- Requires positive relationships.

Success Criteria	Evidence
Data is in-line/ above national average.	Progress 8 score Basics Score Class Value Subject Value
Whole-school quality development processes demonstrate teaching, assessment and learning is consistently good.	Formal Learning Observation Work Scrutiny
Teachers value high quality CPD to develop teaching, assessment and learning.	Teachers' CPD Evaluation
Student Voice questionnaires demonstrate 90% agree/ strongly agree with each element.	Student Voice Questionnaires

High Quality Teaching

‘The tragedy in life is that one must understand life backwards, but must live it forwards.’ (Soren Kierkegaard). In the same way, a curriculum needs to be designed backwards, but delivered forwards.

High quality teaching:

Is improved by collaborative planning and evaluation. This will be achieved by:

- The use of a consistent Learning Journey approach to planning. This approach will ensure:
 - 1) The **final destination** (end of year 11) can be traced back to the start point in year 7.
 - 2) The **‘big ideas’**: core knowledge; specific skills and misconceptions are identified.
 - 3) The most appropriate **sequence of learning** to allow students to build on prior learning and re-visit the ‘Big Ideas’ to enable over-learning and mastery.
 - 4) Teachers and students have a clear and shared understanding of each **individual Learning Journeys** (i.e. the big picture, the main objectives, success criteria, literacy requirements, numeracy requirements, and homework requirements)
 - 5) **Student friendly success criteria** enable students to accurately identify their own strengths and learning gaps.
 - 6) **‘Assessment windows’** are planned into each sequence of learning where formal assessments (interim and end of unit) are used to accurately identify individual and whole-class learning gaps.
 - 7) **‘Intervention windows’** are planned into each sequence of learning to give time for whole- class and individual intervention in the classroom, close to the point of first teaching.
- Providing directed and leadership time for departments to collaboratively plan, design and implement their 5 year Learning Journey.
 - Using assessment data, feedback to teachers, research and experience to evaluate the impact of each Learning Journey.

Is underpinned by high expectations of what students can produce and achieve. This will be achieved by:

- Recognising that intelligence is enhanced by high quality teaching, guidance and support, particularly for those who come from disadvantaged backgrounds or have significant barriers to learning.
- The use of Learning Journeys to ensure students have a shared clarity and ownership of their learning.
- High quality teaching underpinned (but not defined) by the consistent and effective implementation of the Fundamental Features of teaching, assessment and learning.

Is enhanced by a desire for continuous professional development to secure strong subject and pedagogical knowledge. This will be achieved by:

- A culture where all teachers continuously strive to improve their own and others’ teaching.
- Providing time for teachers to discuss the most effective way to teach the ‘Big Ideas’ and common misconceptions.
- Providing high- quality feedback from Quality Development processes (Learning Observations, Work Scrutiny, Student Voice) to identify and share best practice and identify areas for development.
- Providing a range of valued professional development opportunities (e.g. encouraging the use of IRIS Connect, developmental observations and learning walks for in-class and peer learning).
- Ensuring leadership programmes have a focus on the leadership of learning.

Is strengthened by a positive learning climate. This will be achieved by:

- All teachers consistently applying Walney School Behaviour Policy.
- All teachers building positive, aspirational and supportive relationships.
- Leaders and teachers developing and implementing effective classroom expectations and routines.

High Quality Assessment

‘Now I’ve taught this, I wonder who has learnt it?’ Assessment connects and evidences what learning is the outcome of the teaching.

At Walney School we strive to achieve **assessment for learners**, in that assessment drives intervention and improvements in teaching and learning.

High quality assessment:

Must be meaningful and manageable. This will be achieved by:

- The collaborative development of interim and end of unit assessments at a subject level to provide data which is capable of being analysed and acted on to improve teaching and learning.
- Use of low-stakes assessments to assess and respond to students’ ongoing acquisition of knowledge and skills.
- Providing time for data analysis meetings for leaders to leaders, leaders to teacher (using APA pro) and teacher- students as the main means of monitoring student progress during the year.
- Ensuring a smart approach to marking and feedback which requires students to think and work harder in response than it took the teacher to produce it.

Must be challenging to set high expectations for teaching and learning. This will be achieved by:

- Setting aspirational targets within each subject to promote high aspirations and hard work by students in order to achieve them.
- Providing time for the collaborative development of formal interim and end of unit assessments.
- Ensuring formal assessments are in place before the teaching to set the standards all teachers must teach to.
- Using ‘What a Good One Looks Like’ (WAGOLLS), model answers and model examples to exemplify the standards required.
- Providing time for departments to collaboratively analyse assessment information to inform the further development of Learning Journeys and future improvements in teaching.

Must identify students strengths and learning gaps. This will be achieved by:

- Providing time for teachers and leaders to analyse assessment data down to a granular size that reveals what individual students don’t know and can’t do.
- All teachers implementing a regular routine of smart marking in-line with department expectations.
- All teachers providing effective written feedback that includes questions and formative targets which require students to think hard in their response.
- All teachers providing effective verbal feedback which requires students to think hard in their response.

Must drive intervention, close to the point of first teaching, to close students learning gaps. This will be achieved by:

- All teachers building in an appropriate amount of ‘Directed Improvement & Reflection Time’ (DIRT) into lessons to ensure feedback is effective and has a positive impact on learning and progress.
- ‘Intervention windows’ that are planned into each sequence of learning to give time to re-visit and re-teach whole-class gaps in learning and provide students with the opportunity to fill their individual learning gaps in lessons.
- Additional out of class support and intervention if required.

High Quality Learning

High quality learning:

Requires learners to work hard through a logical sequence of learning. This will be achieved by:

- Providing directed and leadership time for departments to collaboratively plan and design an appropriate sequence of learning that builds on prior knowledge and skills.
- All teachers providing challenging learning opportunities to develop confidence and resilience.
- All teachers taking responsibility for the development of students literacy skills, numeracy skills, British values and other cross-curricular skills.
- High quality teaching through the consistent and effective implementation of the Fundamental Features of teaching, assessment and learning.

Requires learners to take responsibility for their own learning and become increasingly independent.

This will be achieved by:

- All teachers promoting and rewarding the 13 characteristics of 'The Walney Learner'.
- All teachers building a positive classroom climate in which whole- class teaching, independent work and co-operative learning can occur effectively.
- All teachers setting weekly homework that challenges students to consolidate, extend or preview learning beyond the classroom.
- All teachers modelling appropriate revision strategies with students so they understand how to revise effectively.
- Students willingly completing all homework and revision set to deepen and broaden their knowledge, skills and understanding.
- Ensuring students use their planners effectively to record homework and organise themselves.

Requires learners to think hard about what they are learning and respond positively to feedback. This will be achieved by:

- All teachers having high aspirations and expectations of every student and their work.
- Requiring students to think hard and respond in detail to written and verbal feedback.
- All teachers building an appropriate amount of 'Directed Improvement & Reflection Time' (DIRT) into lessons to ensure feedback is effective and has a positive impact on learning and progress.
- 'Intervention windows' that are planned into each sequence of learning to give time to re-visit and re-teach whole-class gaps in learning and provide students with the opportunity to fill their individual learning gaps in lessons.

Requires positive relationships. This will be achieved by:

- All teachers consistently applying Walney School Behaviour Policy.
- All teachers building positive, aspirational and supportive relationships.
- Leaders and teachers developing and implementing effective classroom expectations and routines.
- Providing a wide- range of extra-curricular provision.
- Provide links with high-quality Careers Education Information Advice & Guidance (CEIAG), Further Education and local business and industries.
- Providing targeted support for students with social and emotional difficulties to increase their resilience.

Each teacher has individual ideas and styles and that is what makes them professionals and this individuality is a key part of delivering an effective education and ensuring student engagement across a range of subjects within a school.

However, in order to support staff and ensure that our students receive the best possible quality of education and that they make progress, there needs to be a consistency of approach to our fundamental features of teaching, assessment and learning.

Walney School Fundamental Features of Teaching, Assessment & Learning

We believe that students learn best when:

- **STARTER ACTIVITIES** are used every lesson to **engage** students in learning the minute they enter the classroom. Their main purpose is to effectively **assess prior learning &/or prior knowledge**.
- A relevant **LEARNING OBJECTIVE (aim/ key question)** is **displayed** and **referred** to every lesson to ensure students clearly understand the **purpose of the lesson** and how the learning fits into the **bigger picture**.
- **Appropriate DIFFERENTIATED LEARNING OUTCOMES** are shared every lesson to ensure that students clearly understand success criteria (i.e. what they **need to know/ be able to do** by the **end of the lesson**).
- Work is **DEMANDING** and **CHALLENGING**. This demonstrates our **HIGH EXPECTATIONS** of what students should achieve. Learning activities are **effectively differentiated** to provide **additional support and challenge** when needed (PP/ SEND/ HA/ EAL).
- A wide-range of **APPROPRIATE and INTERESTING LEARNING ACTIVITIES and RESOURCES** are used to ensure high levels of student **motivation** and **engagement**. Learning activities are **well-sequenced** to encourage a **flow of learning**.
- Positive **BEHAVIOUR FOR LEARNING** is **promoted** to create a **POSITIVE CLIMATE FOR LEARNING and TRUST**. Students are challenged and dealt with effectively when work or behaviour does not meet school expectations.
- Skillful **QUESTIONING** systematically **assesses/deepens/extends** students' knowledge and understanding. Students are encouraged to **explain their answers**. Questioning develops **DIALOGUE** so that learning can be **ADAPTED/ RE-SHAPED** as appropriate.
- Opportunities to **promote** and **develop CROSS- CURRICULAR** knowledge and skills are taken. To support the development of literacy **KEYWORDS** are **displayed** and **referred** to every lesson and **MARKING FOR LITERACY** codes are used.
- **TIMELY** and **ACCURATE ASSESSMENT** identifies **individual** and **whole class LEARNING GAPS**. **'INTERVENTION WINDOWS'** are planned into the sequence of learning to give time for whole- class and individual **intervention IN the classroom**.
- Students receive **REGULAR and TIMELY FEEDBACK** in-line with departmental policy. **Formative questions/ targets help students** understand **what they need to do to improve/ fill their learning gaps**.
- Students are given appropriate **DIRECTED IMPROVEMENT & REFLECTION TIME (DIRT)** to enable them to **respond to teacher feedback**. This ensures that **feedback is effective** and has a **positive impact** on learning and progress.
- **QUALITY HOMEWORK** is set **weekly** to ensure that students **consolidate, extend or preview learning beyond** the classroom and develop their **INDEPENDENT LEARNING** and **REVISION** skills.
- **OTHER ADULTS** provide **HIGHLY-EFFECTIVE SUPPORT** for learning due to: clear understanding of **role; clear communication** with the teacher and **knowledge** of the **students** they support.