



Notley High School & Braintree Sixth Form

Teaching, Learning & Assessment Policy

Curriculum & Standards Committee

Last reviewed:	January 2019
Next review due:	January 2021
Ratified:	January 2019
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Teaching and Learning

Introduction

Notley High School & Braintree Sixth Form will prepare its students to lead a fulfilling life by:

- Building resilience;
- Developing aspirations;
- Nurturing talents;
- Promoting positive life choices;
- Stimulating curiosity about the world around them.

The Teaching, Learning and Assessment Policy is a key document as it underpins all the work done in school. It reflects the importance we place on teaching, learning, assessment, and achievement, focusing on the needs of students who are at the core of everything we do. We take pride in our work in enabling students of all abilities from age 11-19 to succeed. This success derives from the high quality of all staff in the school and our commitment to provide the very best for our students. We believe that the combination of a highly-appropriate curriculum, effective teaching & learning and good attitudes to learning from students, will result in excellent outcomes and student progress.

Teaching and Learning: Key Principles

- All students are capable of achieving well and it is the responsibility of all teachers and Learning Mentors (LM) to ensure that any barriers to understanding are overcome.
- Students should be taught the process of learning whilst reflecting upon how to improve in order to become independent learners.
- All lessons should be purposeful and clearly structured to promote learning and achieve high levels of student engagement.
- Learning activities should be varied, purposeful and personalised to meet the needs of all students.
- Effort and achievement should be recognised and rewarded.

Assessment & Feedback: Key Principles

The effective assessment of work, including home learning, and the feedback given are fundamental to successful teaching and learning. It should celebrate student achievement and show how students can improve whilst including opportunities for them to act upon teacher guidance (feedforward). All assessment information should be used formatively, as a tool for student progression. Students should be clear of the assessment criteria in advance and given opportunities to respond to formative feedback.

All Faculties have a *Feedback & Assessment Policy* which refers to specific practices for those subjects. This is based on the following key principles:

- Students are encouraged to develop independent learning skills and take ownership of their learning in order to self-assess, identify next steps and make excellent progress;
- Students receive regular non-written formative feedback in lessons from teachers and their peers (via peer assessment);
- Students' work should be assessed with written formative comments at least every 8-10 lessons or 6 weeks when there is one lesson a week;
- Students must be able to respond to written formative comments and act upon teacher guidance (feedforward) in order to improve.
- Students must be given the opportunity to develop and improve their literacy and numeracy.

A formative comment must:

- Be individual to meet the student's learning needs;
- Refer to the mark scheme where relevant;
- Include a feedforward opportunity.

Feedforward opportunities could:

- Be class or home learning activities;
- Involve re-drafting pieces of work;
- Apply feedback in a new piece of work;
- Consolidate specific skills or knowledge;
- Address any misconceptions through specific teacher questioning.

Reporting, Target Setting, & Student Progress

- Three tracking points in each year give teachers the opportunity to communicate formally with parents/carers and students on Attitudes to Learning (ATL). Using a four-point scale ranging from excellent to cause for concern, teachers assign an ATL for schoolwork & learning, home learning & independence, and behaviour. They also comment on punctuality and organisation and equipment.
- These ATL reports allow tutors and Heads of House to:
 - Produce a clear and digestible overview of attitude, levels of independence and behaviour for staff;
 - Celebrate endeavour, hard work and moving forward;
 - Identify students causing concern and meet with the relevant staff, including the SENCO, to put appropriate and well-informed interventions in place.
- It is essential that staff record grades for all assessed class work and home learning in such a way as to allow individual student progress over time to be monitored.
- Each subject will undertake regular cohort assessments, at least every term, which will be moderated, collated and recorded centrally. These should be used to inform discussion and intervention where necessary;
- The role of the Faculty Leader is to monitor standards and consistency of assessment, marking & reporting within their team through a range of appropriate tools.
- At KS3, students will not receive a target grade. Their target is to ensure that they are receiving at least a level 2 ATL in all three areas. The outcomes of end of year exams will be shared with parents/carers and students as well as a cohort overview to provide an insight into student progress.
- At KS4, students will receive a target at the end of Year 10. Also Year 10 exam outcomes and teacher predictions, which will indicate current progress, inform possible interventions, and support post-16 course applications, will be shared with parents/carers. Year 11 mock exam outcomes will be assessed using exam board criteria and a teacher prediction will also be reported. A further teacher prediction will be reported internally in March to identify the need for any further last-minute interventions.
- At KS5, students will be given ALIS targets at the start of Year 12. Throughout the course, at significant points, students will be assessed using exam board criteria. The outcomes of end of year exams and teacher predictions will be shared with parents/carers and students in order to indicate progress. Predicted grades will be collected in the Autumn term of Year 13 to inform and support the application process for post-18 courses. Year 13 mock exams will be assessed using exam board criteria and teacher predictions will be reported to parents/carers and students.

Monitoring of Teaching and Learning

Our teaching and learning will be systematically and regularly monitored using a variety of strategies.

Monitoring strategies will include:

- Year reviews;
- Work scrutinies;
- Learning walks;
- Case studies;
- Data analysis;
- Student voice;
- Parent/carer surveys;
- Peer Reviews (NEMAT, NFOS, SWCH).

Faculty Leaders are responsible for:

- Leading and monitoring the quality of teaching and learning within their curriculum area;
- Supporting the professional development needs of individual teaching and support staff members within their curriculum area.

Inclusion

Every student at Notley High School & Braintree Sixth Form has the right to receive the highest quality education. It is our collective responsibility to ensure that all their educational needs are met.

Ensuring inclusion involves:

- Setting suitable learning challenges that meet the needs of all students;
- Responding to students' diverse learning needs;
- Working to overcome potential barriers to learning;
- Setting parameters that ensure students feel safe and valued in their environment whether in a pastoral or academic sense, inside or outside the classroom.

Different groups of students have specific needs which the school supports in a number of ways:

Disadvantaged Students (Pupil Premium)

- All disadvantaged students are identified, and their progress is the responsibility of each teacher;
- Their progress is monitored by middle leaders and SLT;
- There is clear information about the impact of intervention work with disadvantaged students on the school's website.

EAL (English as an Additional Language)

- For those students who have experience of a language other than English, their knowledge and their competence in English can have a huge impact on their learning.
- The needs of all students with EAL need to be considered and addressed in order for successful learning to take place.

SEND (Special Educational Needs & Disabilities)

- Information about individual students is provided by the SENCO. It is important that teachers support the development of the student by implementing these strategies and helping the student work towards meeting their targets;
- In order to track the progress being made by SEND students, staff will be asked to provide information towards their reviews. When requested, this information must be returned promptly so that an effective review can take place. Learning Mentors (LMs) also provide vital information towards student reviews;
- Discussion should also take place with the student regarding how the student likes to be supported and which types of resources/measures can help them;
- Teachers are responsible for directing LMs. There should be discussion about how the LM time is being used in class; this will vary depending on the needs of the target student(s).

More Able Students

- A list of more able students is collated centrally and indicated on SIMS;
- Each teacher is responsible for ensuring, in line with faculty guidance, that the needs of more able students are met;
- More able students who are not meeting their potential should be challenged and stretched;
- Activities should not simply be more of the same work rather they should create opportunities to deepen learning and understanding.