

Teaching, Learning & Assessment Policy

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Rationale and Purpose

This policy aims to provide a clear direction to teaching staff in their professional responsibilities regarding learning and teaching so all pupils receive their entitlement to high quality learning opportunities that result in rapid and sustained progress being made. Mulberry Academy Shoreditch is committed to providing all pupils access to excellent learning opportunities in order that they may be successful adults. All teachers are responsible for ensuring that they meet the expectations of the National Teacher Standards.

Principles

- all teachers are leaders of learning and demonstrate through their own example that they are lifelong learners. We use this learning to support the continual improvement of teaching and learning and thereby contribute to the school improvement strategic plans.
- professional development is essential for supporting all adults to develop their own learning.
- teachers take an active interest in and responsibility for developing their teaching practice, and are supported by the school to do this.

Practices

Classroom teachers are responsible for the progress of all learners in their classes and for constructing their own professional development.

This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives and statutory changes.
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management.
- Monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally.
- self-evaluation of their contribution to the policies and aspirations of the school.

MAS Pillars of learning:

Lessons are planned to meet the needs of each class

- High expectations for **all** students
- Clear, valuable learning objectives for students
- Success criteria confirm the quality of outcomes expected
- Links made to previous learning
- Questioning is personalised and targeted to deepen and secure knowledge
- Effective classroom discussion involves all students
- Appropriate differentiation ensures support and challenge for all
- Students actively engaged in the lesson and curious in their learning

Clear routines support positive behaviour for learning and inclusivity

- Teachers model punctuality at the start of lessons
- Calm and orderly start and exit
- Planners on the table in each lesson
- Positive and safe learning environment, upheld by staff and students
- Consistent use of praise, Bromcom positives and communication with home
- Negative behaviour is consistently followed up and recorded on Bromcom with appropriate actions

- Appropriate pace, with time planned for each task
- High expectations of work completion

Feedback to students enhances student progress

- Books are marked fortnightly, in line with the whole school and Department policy
- Misconceptions are addressed
- Literacy errors are corrected with student response
- Feedback is focused on students' learning goals
- Feedback is clear about what the student has achieved and how they can improve, linked to targets
- Students have opportunities to reflect on learning and to respond to feedback, leading to evident dialogue
- Peer marking activates students as instructional resources for one another

Homework consolidates, practises, extends or prepares for learning taking place in the classroom

- Use of planner supports students in managing their time and workload
 - Homework is entered on Bromcom weekly
 - Homework stretches students and actively supports and encourages student independence (research, flip learning and project work)
 - Time is given to explaining homework and using/sharing outcomes
- High expectations of work completion and quality

Students understand they are responsible for their own learning

- Student contributions move learning forward and, over time, all students contribute
- Students have opportunities for research and independence in extended tasks
- Students lead learning activities for each other
- Students express their ideas coherently with increased sophistication
- Students think critically
- Increased dialogue between students and reduced teacher talk
- Students demonstrate a growth mind-set and show resilience

Students demonstrate pride in their work through their books/folders

- High expectations of presentation of books/folders which are graffiti free; neat presentation and underlining
- Work is dated and differentiates between classwork and homework
- Worksheets are pasted in
- Students consistently complete work

Data used to track progress and target intervention is reliable

- Attainment grade is linked to current assessment data, both formative and summative
- Scholarship grade is based on evidence of students' approach to learning
- Both are evidenced in student books and folder work
- Both grades are quality assured across teams

The PLP is a live document that informs teacher and TA planning

- Includes at least: IEPs, SEMH plans, KS2 data, current and historic DEP data
- Demonstrates specific strategies to support rapid progress and independence for all students.
- Ensures all students are safe and able to access learning

Feedback in the Classroom

At Mulberry Academy Shoreditch, feedback to pupils should close the gap between where a pupil is performing and where they need to move to.

Feedback should;

- be meaningful, manageable and motivating.
- be regular as defined by department procedures.
- inform pupils what they have done well and what is needed to improve.

Feedback may be:

Written

- Positive comment about student work in relation to the success criteria and areas for development
- highlighted words, sentences or sections for improvement, addition or re-draft
- annotated against the literacy marking criteria
- quantitative formative marking
- a grade or score for assessments
- multiple choice from a list of areas of success and areas for development

Oral

- one to one conversations
- group or whole class feedback

Personalised feedback is vital. Pupils can only make progress if they know where they are, where they are going and how to get there. Our non-negotiable requirements for feedback on pupils' progress across all subject areas are that:

- pupils must write all formal work in BLACK OR BLUE PEN. Teachers must only write in GREEN PEN. When pupils are asked to review learning and respond to written feedback they must write in RED PEN.
- There is an expectation that students respond to feedback either through a continuation of work in response to teacher comments; response to probing questions or a re-draft in light of the teacher comment. Time should be planned in to lessons where pupils are required to reflect and respond.
- graded feedback referencing assessment criteria should be provided regularly as set out in Department procedures. This should link back to the flight path for pupils, so they can see clearly their progress over time.

Homework Practices

It is essential that teachers set homework regularly and consistently so that pupils can establish good routines, giving them the capacity to work independently during their time at Mulberry Academy Shoreditch and beyond. We set homework:

- to develop the ability to work independently.
- to enable pupils to reflect on, and consolidate, what they have learned.
- to move their learning beyond the confines of the classroom.

Principles for staff setting homework:

- Use of planner supports students in managing their time and workload
- Homework stretches students and actively supports and encourages student independence (research, flip learning and project work)
- Time is given to explaining homework and using/sharing outcomes
- High expectations of work completion and quality

Suggested Quantities:

Year 7 - 20 minutes per subject per week

Year 8 - 30 minutes per subject per week

Year 9 - 45 minutes per subject per week

Year 10 and 11 - as required but up to 90 minutes per subject per week.

KS5 students should be set five hours of independent study for each subject

Review, Monitoring and Evaluation:

- Teachers are responsible for setting and monitoring completion of homework.
- Heads of department are responsible for monitoring the quantity and quality of the homework.
- Tutors communicate concerns about the setting and completion of homework to their Head of Year.
- Heads of Year monitor pupils completion of homework is monitored and ensure appropriate pastoral support is put into place for those pupils who need it.
- Senior Leaders are responsible for ensuring that, through regular line management meetings, Heads of Department are monitoring effectively and maintaining the high standards of the school.
- The Governors will become responsible for ensuring that the school, as a whole, is setting homework according to the school's policy.

Responsibility

Staff will:

- ensure students are clear about their current performance steps/grades. provide regular opportunities for students to reflect on their progress towards their target steps/grades.
- provide practical activities to enable students to address issues that may prevent students from progressing to the next steps/grades.
- adapt teaching styles, topics and SOWs in response to regular analysis of tracking data.
- feedback to students at least twice between formal assessments and provide opportunities for DIRT.
- have high expectations in terms of student work and presentation.
- act on feedback given from work scrutiny, learning walks and formal lesson observations.
- prioritise CPD and endeavour to attend as many Teaching and Learning Breakfasts as possible.

Heads of Department or subject will:

- ensure that all the teachers have a Scheme of work.
- conduct work scrutiny of key year groups as per the school calendar.
- analyse tracking data and adapt lessons and schemes of work accordingly.
- teach consistently good lessons.
- develop a collaborative approach to lesson planning and sharing resources.

The Deputy Head Teaching and learning will:

- conduct regular learning walks to ensure that learning is happening in lessons and over time.
- use learning walks to inform CPD.
- Coach and co-ordinate coaching of teachers on informal support programmes.
- ensure that teaching is at least good in designated subjects, Science and PE.
- work with teachers on formal support programmes.
- Oversee provision for Unqualified teachers who wish to undertake the AO route into teaching.
- Lead work scrutiny across the Academy and oversee Heads of Department in ensuring all members of their Department mark in line with their Department policy

The Assistant Head Teaching and learning will:

- Oversee the NQT and BT programme teachers on support programmes, NQTs, Unqualified teachers and new staff.
- lead on student voice.
- coach teachers on informal support programmes.
- ensure that teaching is at least good in designated subjects.
- ensure that teaching and learning CPD is informed by learning walks.
- lead on work scrutiny in Year teams

The Headteacher will:

- ensure that the policy is fulfilled
- liaise with other senior colleagues to hold them accountable
- communicate success of policy to Governors.

Governors will:

- conduct Learning walks with the Deputy Head teacher annually.
- complete a Learning walk form and looking at strengths and weaknesses.
- look at students' work and look at DIRT in books.
- discuss whether learning is happening in the lesson and over time.
- ask questions about teaching and learning and outcomes in meetings.

Evaluating, Monitoring and Review

Monitoring the Quality of Teaching, Learning

The quality of learning and teaching practices will be regularly monitored. Departments are line led by the two Deputy Head teachers and the Assistant Head Teaching and Learning. Heads of Department meet at least fortnightly with his or her line manager. The minutes are held centrally with the Head teacher's PA. The Head teacher and the Deputies meet regularly to decide subject priorities in relation to school priorities, and agree calendar subject meeting agendas.

School leaders will undertake monitoring across all subjects as indicated below.

Learning walk

- a Learning walk is an unannounced short visit to a lesson to monitor progress against calendared themes and school improvement priorities. These will inform the typicality of the quality of teaching, learning and assessment over time.

- a learning walk form will be completed against the relevant theme and given to the member of staff as feedback. This may be used by the teacher in collecting evidence against appraisal objectives. A copy will be given to the Deputy Head teaching and learning and the Head teacher's PA, as part of the evidence base required for self- evaluation over the year.
- learning walks conducted by the senior leadership team are recorded.
- learning walks are used to inform improvement and individual, departmental and whole school CPD.
- our current priorities are: Stretch and challenge, Assessment, Progress in lessons and over time and progress of SEN K students

Lesson observation

- formal lesson observations, one to be booked and chosen by the teacher during Autumn term 1, and one during Spring term 1 to support the appraisal process and inform CPD requirements.
- a lesson observation form will be completed and given to the member of staff during an agreed time to provide face to face feedback. This should take place within 48 hours of the lesson visit. As with the learning walk and work scrutiny form, this may be used as part of the evidence base against appraisal objectives and department self-evaluation over the year.

Work scrutiny

- At each half term the Deputy Head for Learning and teaching will carry out spot checks of general practice to ensure Academy polices are being followed and capture and share best practice.
- At each half-term there will be a book and folder scrutiny to look at the progress of key groups as identified in the school SIP.
- the strengths and weaknesses will be discussed at the Senior Team meeting to inform whole school priorities.
- Departmental work scrutiny will also be conducted by Head of Department to inform departmental CPD and ensure that there is consistency across the department.
- Year Heads check the progress of key students within their Academy in response to data drops.

Teacher's name:	Date:	Year group:	Subject:	Period:	Set:	Observer:
Lesson Objective:						
Teaching	Impact on student learning and progress	1	2	3	4	Comments and questions
Learning objective and outcomes are clear	Students can explain what they are learning and why					
Astute planning to meet all students' needs (Differentiation)	Students' needs are matched: EAL, SEN/D, G&T					
Variety of learning activities	Students understand how activities enable learning and progress					
Skilful questioning	Students' are made to think and make connections					
Marking: is regular, formative, contributes to dialogue and includes summative judgements	Students understand what they have achieved and know how to act and respond to feedback					
Planned opportunities to improve levels of literacy	Students respond in full sentences using appropriate vocabulary Students read in pairs/groups/independently Students write for sustained periods of time (evidence in books)					
Spiritual, moral, social and cultural development	Students show acceptance and engagement with the values of democracy, law, individual respect and tolerance. Students demonstrate positive contributions to the wider community					
Consistently high expectations	Students show high levels of engagement, interest, resilience, confidence and independence					
Interventions are sharply focused and timely	Students' misconceptions are consistently challenged					
Systematic and effective checking of students' understanding	Students know where they are in their learning Students know what they need to do in order to make rapid progress over time					
Student progress	Progress of all students/groups Progress in the lesson and over time					
Areas for development from last observation		Progress made:				
Strengths		Areas for development				
•		•				
•		•				
Grade						

Learning Walk

Summative comment on the lesson:

Observer:

Date:

Teacher:

Subject:

Focus of learning walk:

<p>Stretch and Challenge/ More able Subject knowledge and promotion of skills that stretches all learners linking to the big picture; skills, knowledge and understanding.</p> <p>Variety of stimulating T&L strategies and activities that enthuse, engage, motivate and inspire learners and where no time is wasted and other adults support progress</p>	<p>KS2 middle attainers</p> <p>KS2 middle attainers are at least making expected progress</p> <p>Teacher is aware of the MA and meets their needs</p>	<p>Progress over time</p> <p>Know the pupils well: establish starting points; target grades; progress rate; strengths and areas for development; learning style; personality</p> <p>Effective assessment for learning, questioning, feedback, outcomes and assessment</p> <p>Effective marking and learner response which impacts on progress</p>	<p>PPG students</p> <p>PPG students are at least making expected progress</p> <p>Teacher is aware of PPG students and plans accordingly</p> <p>There are no gaps compared with other students</p>
<p>Strengths (WWW)</p>		<p>Areas for Development (EBI)</p>	

Start of lesson observation:

Name of teacher:

Observer:

Day:

Class:

Subject:

Period:

	Tick	Comment
"Do now" task taking place		
Learning objectives		
Students behaviour for learning		
Planners on desk and equipment		

WWW:	EBI:
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