

# Teaching, learning and assessment policy

Pakefield High School



*"Connect, Achieve, Nurture"*

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## 1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where students learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all students in our school
- Involve students, parents and the wider school community in students' learning and development

## 2. Our guiding principles

**Our vision is that all students should develop flexible, life-long learning skills that can be applied in different situations:**

- See the value of learning, and develop their knowledge, skills and understanding through curiosity to know more.
- Learn to be adaptable, resilient, to solve problems in a variety of situations, to work independently and as members of a team.
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- Develop creativity and use imagination to explore ideas and ask questions.
- Be reflective by evaluating their learning and progress and set targets for their own success.
- Be able to self-manage through taking responsibility for their own actions and having a proactive attitude.
- Be confident in tackling new types of learning and have openness to new ideas.
- Be confident communicators, able to explain ideas and thoughts with a variety of audiences.
- Develop tolerance, respect and appreciation of the feelings and capabilities of others
- Acquire a set of moral values, such as honesty, sincerity & personal responsibility, on which to base their own behaviour.

**To achieve this the school aims to:**

- Set high expectations and aspirations
- Provide a rich, purposeful and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- Provide a broad and balanced curriculum which is stimulating, dynamic and flexible.

- Build on students' prior experiences, skills, knowledge and learning.
- Provide opportunities for students to celebrate success and achievement and for these to be rewarded.
- Ensure equal opportunities are provided to meet the individual learning needs of each student.
- Engage parents/carers in the crucial role of supporting their children's learning.

## 3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for students' learning at all times:

### 3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning via Pakefield Press, school social media pages, the school website and open events, including clearly communicating the purpose of home learning within their subject
- Update parents/carers on students' progress via three annual data drops, via Go4Schools. Internal mark sheets will also be used at the end of each unit of work (a minimum of 12 across the year).

### 3.2 Support staff

Support staff at our school will:

- Know students well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of students to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

### 3.3 Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows students to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for students to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice

### 3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly

### 3.5 Students

Students at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

### 3.6 Parents and carers

Parents and carers of students at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

### 3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on students' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure that other school policies promote high-quality teaching, and that these are being implemented

## 4. Planning

The School's timetable is based on a five period day, each period being 60 minutes long. The timetable is based on 25 periods taught per week over a two week timetable.

In some subjects students will be taught in sets according to their ability; in others they will be taught in mixed ability groups. The School will use prior attainment data and the results of tests and assessments to adjust sets where necessary. Parents have the right to withdraw their child from Religious Education and Sex Education topics and school assemblies.

Years 7, 8 and 9 follow a broad and balanced curriculum based on the National Curriculum. Further detail of the KS3 curriculum can be found in the subject links on our website: <https://www.pakefield.org.uk/Curriculum/>

Subject	Year 7	Year 8	Year 9
	<b>Teaching periods per fortnight</b>		
English	8	8	8
Maths	8	8	8
Science	8	8	8
Technology	4	4	4
Food	2	2	2
French	1	1	1
Spanish	2	2	2
History	2	2	2
Geography	2	2	2
Art	2	2	2
Music	2	2	2
Computer science	2	2	2
PE	4	4	4
Drama	2	2	2
Life	1	1	1

Years 10 and 11 students will follow a curriculum based on a compulsory core of subjects and then choose from a wide range of options.

Core subjects	Optional subjects	Year 10	Year 11
		<b>Teaching periods per fortnight</b>	
English		9	9
Life (non-examined)		1	2
Maths		9	9
PE (non-examined)		2	3
Science		9	9
	Triple science	5	6
	Art	5	6
	Computer science	5	6
	Design technology	5	6
	Food and nutrition	5	6
	French	5	-
	Geography	5	6
	History	5	6
	iMedia	-	6
	Media	5	6
	Music	5	6
	Performing arts	5	6
	PE GCSE	5	-
	Photography	-	6
	RE	5	-
	Spanish	5	6
	Sports studies	5	6

Further detail of the KS4 curriculum can be found in the subject links on our website: <https://www.pakefield.org.uk/Curriculum/>

On the website there are links to the curriculum intent and structure for each subject. This offers a useful overview of each subject together with the topics covered in each of the year groups. These have been updated to show how our curriculum has been amended in light of the COVID-19 school closure.

**The teaching of our curriculum will:**

- Create the best possible environment for learning by developing a positive atmosphere in which students feel safe and feel that they belong.
- Be engaging and creatively planned, following the 'register' and 'exit ready' procedures to support excellent routines.
- Build on previous learning, including differentiated learning, and a 'how/what/why' or learning journey that will be discussed with students.
- Specify how Assessment for Learning (AFL) will be used throughout the lesson to evaluate student progress.
- Be varied to appeal to a range of learning styles.
- Give regular opportunities for students to review what they have learnt and plan for the next steps.
- Have built-in opportunities for feedback to the students, celebrating success and reviewing learning strategies.
- Provide the opportunities for students to work at a pace best suited to their own needs.

**We plan our curriculum as follows:**

- A long term plan for each key stage/year group indicating topics to be taught, how students will be assessed and key learning objectives.
- A scheme of work for each unit which summarises teaching sequences, differentiated learning objectives, and gives suggestions for differentiation in individual lessons.

**Our Learning and Teaching will drive forward student progress through:**

- Encouraging students to take responsibility for their own learning.
- Being involved in self and peer assessment.
- Reviewing the way in which students learn (understanding the strengths & weaknesses of the learners).
- Developing ownership of their individual targets, understanding where they are currently and how to improve.
- Giving students quality feedback and reflection time, so that they can improve their own work as a result.

## 5. Learning environment

When students are at school, learning will take place in designated classrooms, including technology rooms, science labs, music and performance spaces, outdoor spaces, halls, and ICT suites.

These spaces will be kept safe, clean and ready for students to use them.

They will be arranged to promote learning through:

- Designed 'Pakefield Posters' to support students with expectations
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate

## 6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all students into account. We will differentiate learning to cater to the needs of all of our students, including:

- Students with special educational needs and disabilities (SEND)
- Students with English as an additional language (EAL)
- Disadvantaged students

## **The approach to teaching children and young people with SEND:**

“All teachers are teachers of additional needs”. At Pakefield we provide professional development for teaching staff on how to most effectively enable students with Special Educational Needs to access the learning. We target specific information to the teachers of individual students giving the most up-to-date advice on successful strategies to use in the classroom.

Pakefield High School offers a bespoke and inclusive curriculum for all students. In addition to the specific curriculum pathways followed by all students, we facilitate the development skills needed for the students supported by the SEND department as they progress through their school careers. Examples include extra literacy support in the guided use of the ‘Accelerated Reader’ programme, training to become more socially competent using a ‘Talkabout’-style programme and Travel Training in preparation for independent travel to college.

Additionally, there are set points through the year when parents will be consulted, such as for annual review meetings for Educational Health Care plans and SEND ‘drop-in’ events.

## **7. Home learning**

Home learning, or homework, will support students to make the link between what they have learnt in school and the wider world. It’s most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available via MS Teams and / or communicated in the student planner. At KS4, GCSE Pod has also been purchased to support set and independent study.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

## **8. Marking and feedback**

Feedback will clearly explain to students what they’re doing well and what they need to do next to continue to improve their work.

The frequency is determined in each department policy.

All teachers will mark in green pen and provide opportunities for students to reflect on the progress they are making. This will take place in the form of DIRT (dedicated improvement and reflection time) time and be carried out in red pen.

## **9. Assessment, recording and reporting**

Assessment is a fundamental component of learning because it helps students learn. When students are able to see how they are doing it is empowering. Assessment can help motivate students. It also informs the students, and teachers, next steps. Rigorous assessment identifies what the student has done well, what areas they need to work on and ways in which they could improve their work.

The assessment cycle ensures that all students know where they are in their learning and what to do in order to make progress. Assessment will focus on both the acquisition and application of knowledge and skills. All students will know:

- Target grade at Key Stage 4
- Whether they are on track to meet that target grade
- Areas of strength, identified on their PLC (Personal learning checklist)
- What they need to do to improve and how to do this, identified on their PLC (Personal learning

- checklist)
- How to make changes (including corrections, redrafting or rewriting sections) to improve the work (DIRT – regular Dedicated Improvement and Reflection Time)
- Performance in each assessment, including WWW/EBI.

### **For teachers:**

In accordance with Teachers Standards:

5. Adapt teaching to respond to the strengths and needs of all students
6. Make accurate and productive use of assessment

A number of methods of assessment can be used and all assessments should be recorded by the class teacher:

- Assessment must be an integral part of day to day teaching
- Teacher should use Assessment for Learning (AfL) strategies during lessons
- Assessment should inform future planning
- Schemes of work should clearly identify opportunities for assessment
- Learning intentions should be shared with students and teacher should check that aims, objectives and outcomes are clearly understood
- Teachers share a common language of learning across faculties and throughout the whole school
- Students' progress is regularly discussed and shared with the teacher
- Assessment criteria is regularly used and applied in lessons
- Students peer and self-assess work regularly
- Marking of work is consistent in line with the whole school policy on DIRT (Dedicated Improvement and Reflection Time)
- As a minimum all teachers will mark in line with their department policy
- Teachers will mark in green
- Students will write in black pen
- Students peer assess in blue
- DIRT corrections/improvements/reflections will be in red
- All teachers have a responsibility to mark for literacy including spelling, punctuation and grammar
- Teachers will build in DIRT time for students to regularly review their work, make changes and improve their work. DIRT sheets will be in green.
- Book will show a clear dialogue between students and teacher. Where students respond to feedback, and teachers feed forward, using the student's response to stimulate a new line of learning. This could often take the form of question led marking.

### **Methods of assessment**

#### **Formative**

This identifies what the students have learnt, areas for development and what to do next. This process is effective and powerful and supports the teaching process; as it allows teacher time and opportunities to ensure quality feedback for changes to be made during and between lessons. Information is fed back to the learner and time allowed for students to make improvements.

Teachers will:

- Identify where the students are in their learning
- Establish where they are going
- Explore how to best get there

#### **Diagnostic**

This method identifies the strengths and weaknesses of the student. Teachers praise success and tackle weaknesses by identifying individualised targets using:

- WWW (what went well)



- EBI (even better if)

### **Summative**

This is often used at the end of a sequence of lessons, for example, an end of unit or topic test.

### **Target setting**

- Targets for student progress and attainment will form part of the whole school development plan.
- Each student will have a minimum target grade for each subject. Targets are set using prior attainment data, data from FFT Aspire, and modelled to ensure a positive Progress 8 score is the overall target for each student.
- Student targets will be discussed with parents, including at consultation evenings, and they will be discussed regularly between students and subject teachers in lessons.
- Targets will be reviewed and adjusted upwards where necessary following each assessment window to ensure that all students are fully extended. This will be coordinated centrally via the Assistant Headteacher.

### **Tracking**

- The AHT (Intervention) will conduct monitoring, tracking and intervention of programmes via Go4Schools data, conversations with Heads of Department, work scrutiny, learning walks and a range of other methods (overseen by AHT (Teaching and Learning)).
- The AHT (Intervention) will monitor the impact of these programmes and decide how long the support is required.
- Heads of Year/Department, tutors, teachers and mentors will regularly review student progress using Go4Schools and the reports generated by the Data Manager.
- Every teaching group will have a mark sheet that can be accessed through Go4Schools.
- Mark sheets will be colour coded to track progress against targets.
- Students' progress will be monitored through comparison with national progress data and the use of transition matrices.
- Those below expected progress will be targeted for intervention which will be suited to the needs of specific individuals or groups of students.
- Staff will be expected to include tracking data and Marshall Ladders in their class folders and use this to inform planning and intervention.

### **Reporting**

- The Data Manager will prepare regular reports using the Go 4 Schools package in line with the assessment calendar (three data capture points in a year).
- Heads of Department will ensure that any extra information required for the reports is input into the Go 4 Schools database by the teachers in that Department by the relevant deadline.
- Parents are able to access assessment, behaviour and attendance data and targets for their child through Go 4 Schools.
- In addition, the Trust Standards Officer will produce reports as necessary to inform staff and teams about trends in attainment, behaviour, attendance and intervention.
- Parents and carers will be invited to attend virtual or face to face events to discuss progress with subject teachers at consultation evenings during the course of the year.

## **10. Monitoring and evaluation**

We will monitor teaching and learning in our school to make sure that all of our students make the best possible progress from their starting points.

School leaders/heads of department/subject leaders will monitor and evaluate the impact of teaching on students' learning through:

- Conducting regular learning walks (in line with the data calendar)
- Reviewing marking and feedback

- Termly student progress meetings
- Gathering input from the school student leadership team
- Planning scrutinies
- Book scrutinies

## **11. Review**

This policy will be reviewed every year by the AHT (Teaching and Learning). At every review, the policy will be shared with the full governing board.

## **12. Links with other policies**

This policy links with the following policies and procedures:

- Behaviour Attitudes Policy
- SEND policy and SIR Sept 2021
- Teacher Appraisal (Performance Management)