

Teaching, learning and assessment policy

Pakefield High School



“Connect, Achieve, Nurture”

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1. Aims

This policy aims to:

- Explain how we will create an environment at our school to maximise learning.
- Clarify expectations to ensure 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 the development of all learners

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 pledges to:

- Set high expectations and aspirations
 - Use evidence-informed strategies to provide a consistent approach to maximise impact
 - 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 academically rigorous and stimulating.
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- 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 all expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning including clearly communicating the purpose of home learning within their subject.
- Update parents/carers on students' progress in accordance with the school's recording and reporting schedule, via Go4Schools.

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 allow 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
- Monitor progress across their subject by continually reviewing the quality of teaching and learning using, for example, class attainment data, lesson drop ins and observations, work scrutiny, and student voice.
- Improve on identified weaknesses by: addressing under-performance developing department specific CPD identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- To ensure whole school literacy strategies are embedded within departments.

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 teaching 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 where necessary.

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
- Keep work books well-presented for use as their most important revision resource
- Complete home learning activities as directed

3.6 Parents and carers

Parents and carers of students at our school will:

- Encourage their child as a learner, valuing learning process, appreciating the positive impact it can have on the 'life chances' of young people
- Make sure their child is ready and equipped to learn every lesson, every day.
- Support their child to achieve high attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share relevant 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 head-of-school to account for its implementation
- Ensure that other school policies promote high-quality teaching, and that these are being implemented

4. Curriculum

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. From September 2023, an additional 45 minute period is held on Tuesdays and Thursday for Years 10 and 11. Period 6 rotates subjects across the year and is focussed on retrieval and practice to consolidate learning and help to build recall fluency.

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
	Teaching periods per fortnight		
English	8	8	8
Maths	8	8	8
Science	8	8	8
Technology	1	1	1
Food	1	1	1
French	3	3	3
History	3	3	3
Geography	3	3	3
Art	2	2	2
Music	2	2	2
Computer Science	1	1	1
PE	4	4	4
Drama	2	2	2
Life (RSHE / PSHE)	1	1	1
RE	2	2	2
Media	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
		Teaching periods per fortnight
English		9
Life (non-examined)		1
Maths		9
PE (non-examined)		2
Science		9
	Triple Science	5
	Art	5
	Computer Science	5
	Design Technology	5
	Food & Nutrition	5
	French	5
	Geography	5
	History	5
	Media	5
	Music	5
	Performing Arts	5
	PE GCSE	5
	RE	5
	Spanish	5
	Sport Studies	5

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.

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.

6. Personalisation and inclusion

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 inclusive teaching strategies to most effectively enable students with Special Educational Needs to access the learning..

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 and lexia training to become more competent readers.

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

Homework, will support students to consolidate and practice. It’s most effective when it is integral to learning in lessons, short and focused, and has a clear purpose.

The majority of home learning tasks will be revision and recall based.

All home learning will be recorded on ClassCharts and further communicated in the student planner.

Home learning will be recall based, and its purpose will be clearly outlined alongside each task. Homework tasks will be based around retrieval practice, with students taking a 'do 5 now' test at the start of the following lesson after homework was set to gauge their knowledge and understanding.

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

Setting of Homework

All recall tasks and other H/W must be set on ClassCharts using the Homework Tab and associated features.

Formal Allocation

As a minimum, homework is expected to be set at the following allocation:

KS4 Core 60 minutes of H/W per week or equivalent e.g. (3 x 20 minutes)

KS4 Option 60 minutes of H/W per fortnight or equivalent e.g. (3 x 20 minutes)

KS3 Core – 30 minutes of H/W per week

KS3 Option – 30 minute of H/W per fortnight

Sanction for non-completion / lack of engagement,

Individual departments are responsible for setting and managing their own detentions as an opportunity for students to complete work missed.

Escalate to HOD and SLT link for continued non-compliance.

Resources for recall tasks and H/W

It is essential that students have access to their class notes and other information to be able to complete recall activities. It is therefore expected that students will need to take their books home and return with them and should be directed to do so. Information may be provided separately by the teacher so that books can be taken in for marking etc.

8. Marking, feedback and assessment

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

The frequency of DNA marking is determined in the school's feedback policy.

Assessment is a fundamental component of the learning process. Rigorous, timely and reliable assessment identifies what the students have done well, what areas they need to improve and provides structured opportunities for them to act on feedback.

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
- How to make changes (including corrections, redrafting or rewriting sections) to improve the work
- Performance in each assessment, including DNA

For teachers:

In accordance with Teachers Standards:

TS5. Adapt teaching to respond to the strengths and needs of all students

TS6. 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:

- Checking for understanding must be an integral part of day-to-day teaching such as assessing prior knowledge.
- Teachers will use a range of formative assessment strategies for Learning during lessons
- Teachers will use assessed responses to inform future planning.
- Schemes of work will 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 using DNA
- As a minimum, all teachers will mark in line with their department policy and assessment timelines
- Teacher marking will mark in green
- Students will write in black or blue pen
- Self or peer 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 time for students to regularly review their work, and to act on written teacher feedback to make changes and improve their work.
- Books will show a clear dialogue between student and teacher. Where students respond to feedback, teachers should indicate if it is correct.

Methods of assessment

Formative and Diagnostic

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 so that teaching can be respond to learning needs during and between lessons.

Information is fed back to the learner and time allowed for students to make improvements.

Teachers will use the D.N.A method to identify the strengths and weaknesses of a pre-agreed specific piece of work.

Teachers praise success and tackle weaknesses by:

D – Did well (teacher celebrates the strong elements of the work).

N – Need to improve (teacher sets a task, which when completed will improve the work).

A – Action (student responds to feedback by completing the task).

Summative

This is often used at the end of a sequence of learning, 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 (Raising Achievement) 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 (Raising Achievement) will monitor the impact of these programmes and decide how long the support is required.
- Heads of Year/Department, tutors, and teachers will regularly review student progress using Go4Schools and the reports generated.
- Every teaching group will have a mark sheet that can be accessed through Go4Schools.
- 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 use tracking data 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 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)
- Conducting in depth 'department reviews' (in line with whole school calendar)
- Reviewing marking and feedback and student work at specific SLT meetings
- Termly cycles of formal quality assurance 'windows'
- Termly student progress meetings
- Gathering opinions from the student leadership team.

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 local governing body.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour Attitudes Policy
- SEND policy and SIR

- Teacher Appraisal (Performance Management)
- Feedback Policy