Quarrydale Academy

Teaching and Learning Policy
(incorporating Marking, Assessment & Feedback)

Title of Policy	Teaching and Learning Policy
Date agreed by Trustees	Summer 2023
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Version number	
Additional information	

Log of Changes

Date	Sections affected	Description	Revised by	Approved by
April 2023	Various	Updated and now incorporates marking, feedback and assessment	LM	TP

Teaching and Learning Policy

Vision

'Quarrydale Academy aims to equip all learners with the skills needed to succeed in a changing world. We aim to encourage all our students, regardless of background or circumstance to achieve their potential through a culture of high expectations for everyone. Learning is at the centre of all that we do and we aim to encourage a commitment to learning that is not based solely on the acquisition of knowledge but on the development of the skills, attributes and values needed to encourage lifelong learning.'

Aims of the policy

The following policy is designed with our school vision in mind along with the following principles of teaching and learning which guide the work in the school:

- To promote learning and raise progress.
- To develop young people.

The aims of this document are to set out a clear set of high expectations and a common approach to teaching and learning at Quarrydale Academy so that teachers, parents/carers and students are all aware of and can work towards the highest possible standards of education. It is designed in such a way that whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at Quarrydale Academy to ensure that high standards are always met and therefore, the best outcomes for the students.

Teaching and Learning: Why we exist as an Academy

- Students should be given the tools to make sustained progress over time
- Teaching should be engaging, challenging and interesting
- Literacy and numeracy should be promoted and developed in every subject
- Marking should be diagnostic, regular and encouraging
- Teachers should intervene and support students to achieve

Roles and responsibilities.

- **Members of SLT**
    - The Senior Leadership Group is responsible for the overall management and development of teaching and learning across the Academy.
    - Exemplify the very highest standards in terms of Teaching and Learning.
    - Quality assure T&L across the school.

- o Lead Teaching and Learning developments which are identified through the self-evaluation process.
- o Support individual teachers where appropriate.
- o Engage staff in the provision of high-quality in-house CPD.
- o Ensure staff are aware of current research and national initiative relating to Teaching and Learning.

- **Heads of department/ second in faculty**
  - o Lead whole school Teaching and Learning developments through the department.
  - o Exemplify the very highest standards in terms of Teaching and Learning.
  - o Quality assure and self-evaluate the quality of T&L for the department which they are responsible.
  - o Lead Teaching and Learning and Literacy developments which are identified through the self-evaluation process.
  - o Support individual teachers where appropriate.
  - o Ensure Schemes of Work and assessment tasks are appropriate, rigorous and sufficiently challenging. The implementation of Schemes of Work must be monitored. Schemes of Work and assessment tasks must be reviewed and amended as appropriate.
  - o Regularly lead the department in levelling and moderating work.
  - o Monitor and track the progress of individuals and groups of students against relevant data. Heads of Department must liaise with Heads of Year and line managers.
  - o Use appropriate actions to support students and staff in challenging underachievement.

- **Teachers**
  - o Meet all aspects of the teacher standards
  - o Plan and deliver lessons which take in to account the needs of pupils to ensure they are able to make good or better progress.
  - o Continually strive to improve our own practice through participation in school INSET and by taking ownership of our own CPD.
  - o Keep and up to date Teaching and Learning folder including:
    - ▪ Teachers standards
    - ▪ Teaching and learning policy
    - ▪ All CPD documentation, INSET materials, feedback and reflections on lesson observations.
  - o Complete an electronic register for every lesson. In the event of computer problems, a paper register must be sent to the attendance office as soon as possible,
  - o Dismiss students in time for their next lesson, students must leave the classroom in an orderly manner.
  - o Ensure eating of students is well considered. Strategic seating can challenge underachievement and promote learning. Teachers must have a seating plan for every class which is available to staff covering their classes. These could be displayed in the classroom.
  - o Teachers must ensure that classrooms are left clean and tidy. If furniture is moved, it should be returned to its original position. Graffiti and other damage will not be tolerated and must be reported to the caretaking staff immediately and appropriate sanctions used.
  - o Managing stimulating displays which should be changed regularly.

- **Teaching Assistants**
  - o Support individuals and groups of students with all aspects of their learning.
  - o Provide an understanding and interpretation of class teachers requirements to enable SEN pupils to make progress during lessons.
  - o Help to plan and deliver programmes of work for individuals or groups of students which take in to account the needs of the individual students.

- **Heads of Year.**
  - o Use a range of information sources to have an overview of achievement within their year group.
  - o Liaise with students, staff and parents regarding actions to address and support underachievement.

- Praise and reward good achievement through communication with home, assemblies, awards and around the year base.

- **Tutors**
  - Supporting students' learning and personal development. The role of the tutor is focused on learning and teaching.
  - The tutor sets the standards and expectations of students for the day. A partnership exists between the tutor and the Head of Year in order to monitor the academic and personal development of students within the form.

Teaching and Learning

- Teaching and learning should be based around the principles of the Quarrydale Dozen.
- Students should be taught how to learn and how to reflect on their learning.
- The learning journey must be shared and reviewed.
- Teachers must create and maintain a purposeful learning environment.
- Achievement must be recognised and rewarded.
- Under-achievement must be challenged and supported.

Planning and implementation of learning activities

Rationale

It is important that teachers plan schemes of work and deliver lessons that enable students to work towards the learning objectives and make progress towards the success criteria. It is acknowledged that different teachers have their own preferred styles of teaching but it is imperative that the agreed criteria are followed to ensure the best outcomes for all students in all lessons. The ultimate aim is to ensure that thorough planning and focused lesson implementation aids students in their quest to make progress over time. Teachers should use the Quarrydale Dozen as the basis for all lessons.

Schemes of Learning

All departments have an agreed format for SOL and these should be used for all key stages. Medium and long-term plans can be presented in a way that best suits the faculty to which they belong but it is expected that the scheme of work will meet all of the criteria set out below.
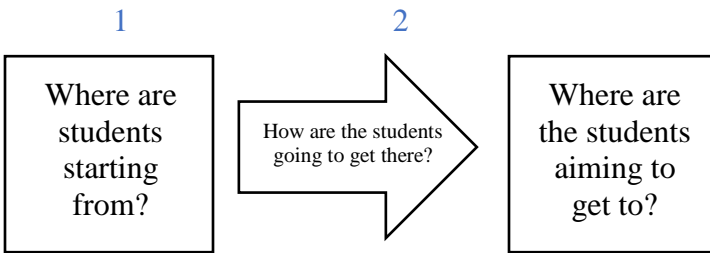
- Clarify objectives, including success criteria based on assessment outcomes from level 2 qualifications; include reference to what we want students to remember long after finishing the unit, (knowledge and/or skills);
- Identify prior learning to ensure clear progression;
- Include reference, if applicable, to where or how learning will be re-visited to ensure we are developing the long-term retention of our students;
- Identify clearly the subject knowledge to be taught;
- Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their students;
- Include references to differentiated work to ensure all students are challenged in line with their ability;
- Provide opportunities for developing independent and collaborative learning;
- Detail literacy, numeracy and communication opportunities and how they will be taught;
- Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout;
- Include SMSC considerations and opportunities to develop student aspiration;
- Identify relevant and challenging opportunities for home learning;
- Include links to real life contexts when appropriate.

Lessons

When initially devising a new lesson, teachers are reminded to keep the lesson focused on the learning journey so that students move forward and make progress in their learning every lesson relative to their starting points.

- **It must be made explicit to students what they need to do to be successful in their learning. This could include:**

- Discussions with students about their learning;
- Explanation (by teacher, between students, by students to whole group);
- Scaffolding (writing frames, sentence starters);
- Modelling (sharing students' work, working through examples, guiding writing, sharing planning and demonstrations);
- Developing effective study skills (eg revision techniques, recording notes, summarising);
- Formative feedback and target setting on how to improve.

The following diagram is intended as a tool to ensure that initial planning remains clearly focused.

1

2

| Where are students starting from? | How are the students going to get there? → | Where are the students aiming to get to? |

Planning

It is acceptable for teachers at Quarrydale Academy to use a variety of methods to plan their teaching on a day-to-day basis. The five-minute lesson plan is a good example. Other methods could include the use of Powerpoint, use of a generic teacher planner or another structured plan of their choice. The reason for this freedom of choice is to allow teachers to develop their own styles and to give them the freedom to be creative in their planning so that they may feel empowered to offer deep learning experiences and un-restricted by a set lesson plan.
Whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at Quarrydale.

Quarrydale Dozen

Teachers at Quarrydale Academy should strive to ensure that their planning allows for the Quarrydale Dozen to be met each lesson. See additional documents for further details.

1. Share the purpose of the lesson and the journey through it.
   If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing outcomes allows students to engage with the process of learning.
   Teachers must make the learning journey explicit to all students. This can be done in a variety of ways:
   - Written or projected onto the board;
   - Orally;
   - Written by students in their books;
   - Printed on handouts.

2. Recap prior learning.
3. Create a climate to motivate students.
   The way in which teachers manage the classroom will have a significant effect on students' learning and behaviour. Students learn and progress in a structured and stimulating environment.
4. Match Pedagogy to purpose.
   Students learn in different ways. Recognising this and planning for it provides stimulus and is inclusive.
5. Predict and prevent.
6. Establish routines.
   Punctuality, students entering the room in an orderly way and standing behind their chairs at the start of each lesson create a purposeful start to the lesson.
7. Stretch and challenge.
8. Give students time to develop and practice learning.
9. Check understanding – formative assessment.
10. Questioning.
11. Feedback.

12. Targeted praise.

In addition to this achievement must be recognised and rewarded. This can be done in a number of ways:

- Using the school reward system;
- Using a department's reward system;
- Letters of commendation to parents/carers;
- Displaying students' work (on display boards, on plasma screens);
- Sending students to the Head of Department or SLT to show good work

Underachievement

All students are capable of achievement and underachievement. Identifying and challenging underachievement is the responsibility of all teachers. The aim of a teacher is to initiate change, not to accept underachievement. High expectations are not enough on their own; action is needed to ensure they are met.

1   Identification

- Teachers must familiarise themselves with relevant data as it becomes available (for example, CAT, SEN/EAL levels, minimum/target grades) and use this to inform expectations and monitor progress.
- Relevant data and targets must be shared with students and parents.
- Teachers must address barriers to learning which may prevent students from achieving, such as disruptive, passive behaviour or lack of confidence.
- Teachers must be aware of other factors, such as SEN, EAL and G&T needs as well as any social, medical and emotional influences that may affect learning.
- Regular department meetings must focus on promoting achievement and result in actions that challenge underachievement.

2   Challenge
Subject teachers must:

- Talk to students about their learning in order to establish reasons for any underachievement. Targets are usually negotiated and must be reviewed. Progress must be recognised.
- Use appropriate sanctions in line with the school policy when work or behaviour fails to meet an acceptable standard. If students fail to respond to sanctions, then, in the first instance, the Head of Department must be informed to implement further sanctions and all information should be recorded on E-praise.

Monitoring

The annual model for monitoring of teaching and learning is as follows:
- Regular learning walks – this may include a variety of formats such as 'drop-ins' with a shared focus, tours of the school or support calls;
- Faculty review/ Deep dive – triggered by T&L issues or examination results. These are to be used to guide support and direct challenge;
- Mini observation – one or two per year.
- Full observation – one per year.
- Work scrutiny, 'marking marketplace' or 'book looks' – up to five per year.
- There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is an NQT or RQT.

- Monitoring of teaching and learning is quality assured through a model of paired observation and scrutinisation wherever possible.

The monitoring of quality of teaching also includes a comparison to outcomes so as to give a broader picture of the success of teaching over time.

Support for Teachers

Staff are supported in improving their teaching in the following ways:
- Tours of strength (observing good practice from colleagues)
- Coaching triangles (teachers working in small groups to enhance their own practice)
- Development time targeted continuing professional development (CPD) sessions
- Observing good practice in other schools
- External courses when necessary

Student and parent involvement.

The views of students about lessons will also be sought as part of a student voice subject review. Parents have a considerable contribution to make to students' success in school. They are strongly encouraged to review their child's school books, support them in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed.

Marking, assessment and feedback

Rationale

It is important to provide constructive feedback to students, focusing on success and improvement needs against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. The ultimate aim is to ensure that the marking and assessment process aids students in their quest to make progress over time.

What are the principles that guide the school's approach to marking?

Marking and feedback should:
● be manageable for teachers and accessible to students;
● relate to the learning objectives and success criteria;
● give recognition, praise and rewards for achievement, effort and presentation;
● offer clear strategies for improvement;
● be regular and returned to students promptly in order for the feedback to be relevant;
● allow specific time for students to read, reflect and respond to marking;
● inform future planning;
● be consistent across a faculty in line with the faculties' marking vision.
● use consistent codes across the school, particularly for literacy and numeracy where appropriate;
● ultimately be seen by students as a positive approach to improving their learning.

Student books should provide valuable evidence about the organisation of the curriculum to promote student progress and about the pace that pupils are working through schemes of learning.

How do we mark students' work?

Students' work needs to be marked in a colour that can be clearly seen.
Student involvement in the marking process e.g. during DIRT activities must be in green.

Formative assessment

The aim of formative assessment is to give students clear guidance about how to improve their work. Students must be told of the assessment criteria for both class work and homework tasks.

Not all work needs to be graded. Formative marking is marking or assessment that helps students to improve. Assessment for learning best practice recommends comment only marking as one of the best ways to encourage students to engage with the assessment dialogue between teacher and student.
When 'quality marking' teachers should:
• Highlight examples of where the student has met the learning intention;
• Highlight areas of the work which could be improved;
• Provide a focused comment which should help the student to 'close the gap' between what they have achieved and what they could have achieved.
In order for the marking to be formative, the information must be used and acted on by the students. When work has been 'quality marked', time should be given during the following lesson for students to read and then make focused improvement(s) based on the improvement suggestion (Directed Improvement and Reflection Time/Task).

This could be done through class or homework, for example:

        o A starter or a plenary activity.
        o Discussion with the student.

- A peer assessment activity.
- Peer teaching.
- Re-drafting pieces of work.

- A formative comment might:

  - Be concise and accessible for students.
  - Highlight achievement.
  - Be diagnostic.
  - Indicate how improvement can be achieved, usually consisting of one or two targets.
  - Be personal by using the student's first name.
  - Encourage and support the student in a constructive way.
  - Encourage students to take ownership of their learning.

- Peer and/or self assessment should take place in every subject area. The aim of self assessment is to enable students to be actively involved in the assessment process and give them ownership of their learning.

Summative assessment

Summative feedback and marking is associated with work where grades can be given linked to the numbered GCSEs. Students should be provided with information on their progress following summative assessments in order that they can learn from the experience and make progress in future.

Other types of marking may include:
- Self-assessment (code SA) - students are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point based on the objectives and success criteria.
- Peer-assessment (code = PA) - once a marking process has been modelled with the class students sometimes mark the work of their peers. This allows them to develop their own critical capacity.
- Verbal feedback (code – VF) - It is important for students to have verbal feedback from the teacher working with them. The member of staff might initially talk to the student about how they have met the learning intention and then question the student about a specific part of the work. This may be to correct a student's understanding or to extend the student's learning.

Editing Codes

The following abbreviations and codes are used by teachers when marking.

General Codes			
WWW	What went well	DIRT	Dedicated improvement and reflection time
EBI	Even better if	Pres.	Presentation
SA/ PA	Self-assessed/ peer-assessed	VF	Verbal feedback
Literacy Codes			
Sp.	Spelling	//	New paragraph
P	Punctuation	?	Not clear
Gr.	Grammar	^	Something is missing
Numeracy Codes			
Acc	Accuracy	Units	Units must be shown
SW	Show working		

In addition to the editing codes, a marking sticker is available to staff. It includes effort grade, number of achievement points earned, grade (if appropriate), what went well, even better if, and a space for students to make a response.

	Effort Grade (1-4)	Achievement points	Grade
Literacy target met. ☐			
WWW – What went well?		EBI – Even better if……	
DIRT – Directed improvement and reflection task.			

Another general progress sticker is placed on the front of the students' work books. It includes their target levels for each term, a space to fill in if they are on track to achieve their targets and most importantly, a space to write down a focused target for improvement.

	End of year Target	
	Aspirational target	
	End of Y11 target	

Starting point	WAG 1	WAG 2	WAG 3

Your working at grade is a combination of all or some of the following: Work in class, exams/ tests/ assessments, home learning. It shows your current average or best fit grade.

Subject specific ways to improve (incl. date set)	Progress made (incl. date set)

Literacy and numeracy

Literacy and numeracy should be corrected in a way which is appropriate to the needs of the student enabling them to become confident and articulate communicators. However, when a student's work contains a considerable number of errors, it is good practice to focus on a limited number of mistakes so as to maintain a focused and positive marking process. Each half term, there is a specific literacy focus and this should be the area addressed first. Students should be given time to complete corrections during DIRT time, which should be approached consistently across a faculty. The editing codes are designed to standardise our approach to highlighting literacy and numeracy issues across the curriculum.

Presentation of work

It is important that students are encouraged to present their work in an acceptable and professional manner. All students must have the school's presentation sticker on the inside cover of their exercise book or folders.

Pen and pencil	Use a black or blue pen to write, green pen to edit and a pencil to draw diagrams and tables.	
Ruler	Use a ruler to draw tables and graphs.	
Orderly	Ensure that you work is neat and legible. E.g neat writing, capital letters used in titles, for proper nouns and I.	
Underline	Use a ruler to underline the title and sub headings, also to cross out mistakes.	
Date	Write down and underline the date in full E.g. 1st January 2021	

Work that falls below the agreed standard of presentation should be challenged by the teacher and re-done if it is deemed necessary. If issues with presentation are not resolved, teachers should refer students to the HoD for further support. Equally, rewards for excellent presentation should be given where appropriate.

Marking frequency.
Formative - Teachers are expected to use their own professional judgement when deciding on the regularity of their marking, depending on the number of lessons and nature of subject. However, the following guidance will be insisted on when marking is identified as an issue for a particular teacher or department.

- Subjects where students have three or more lessons per week: at least one example of formative assessment every two weeks.
- Subjects where students have less than three lessons per week: at least one example of formative assessment every three weeks.

Summative – For each year group, there are 3 interim points where students will be summatively assessed. The summative assessments must be clearly displayed in student books/files and should be consistent with the working grades on the front cover target stickers. Subject areas may choose to summatively assess more regularly if necessary.

Home learning – Feedback from home learning must be prominent in student files/books.

Monitoring
Approximately five monitoring sessions will take place each school year. These sessions may take the form of formal work scrutiny using the agreed form which highlights how judgements were arrived at. Alternatively, monitoring may take the form of a 'marking marketplace' or 'book looks, both of which are designed to be more collaborative strategies which promote self and peer reflection.

Student and Parent Involvement
The views of students about marking and assessment will also be sought as part of a student voice subject review. Parents have a considerable contribution to make to students' success in school. They are strongly encouraged to review their children's school books, support students in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed.

Setting of appropriate home learning across the whole curriculum

Rationale

Home learning is an essential part of a successful education and helps support students' ability to learn in a variety of contexts. Home learning not only reinforces classroom learning, it also helps students to develop skills and attitudes they need for successful lifelong learning. It promotes independent learning skills, including the habits of inquiry and investigation.

Nature of home learning

At Quarrydale Academy, we believe that home learning tasks should not prevent pupils taking part in other after-school activities such as music, sports and clubs. It should be flexible so it can be completed at the family's convenience. Homework should be enjoyable for students, parents and carers. With this in mind homework is set in a variety of formats to encourage pupils to engage positively and see the rewards of their efforts.

At key stage four, students are expected to take on an increased level of a personal responsibility for their own time management and organisation of their work so that whilst keeping up with the home learning demands, they can pursue other beneficial hobbies and activities.

Types of home learning:
A wide range of task may be set – including but not limited to:
- Questions
- Research
- Thinking
- Reflecting on the work done in class, checking that it is complete and neatly presented.
- Reading
- Extended writing
- Past papers
- Notes
- Learning/revision
- Selecting and extracting information.
- Problem solving.
- Encountering and dealing with unfamiliar information.
- Recording/writing up of practical work.
- Planning and or doing other types of projects.

Assessment
All home learning must be assessed.
This can be done in a variety of ways, such as:

- Marked by the teacher
- Peer/self-assessment
- Orally
- By testing

Effectiveness of home learning:
Faculty leaders and teachers must ensure that home learning is purposeful and that it enhances the students' learning journey. Home learning is most effective when:

- Homework tasks are planned and should not be 'completion off work'. Homework should be set and clearly explained. Enough time should be set aside at the end of the lesson to clearly explain the tasks as to not discriminate against students with learning difficulties;
- Students are clear about the purpose of the homework and how it will be assessed;
- Students are given clear written instructions of the homework task, deadline and how to complete the work;
- Tasks are structured, linked to the scheme of work and their purpose is clearly explained to students;
- That Home Learning will include re-visiting prior learning to ensure we are developing the long-term retention of our students.
- There is consistent practice across the faculties;
- Home learning is regular so that everyone knows what to expect each week;
- Home learning expectations are recorded on E-praise;
- Students and their parents or carers are clear about what they need to do and what the outcome will be;
- There are high expectations;
- Feedback is clear, focused and constructive.

Regularity of home learning

● In years 7, 8 and 9 students will complete home learning for all subjects on the curriculum over a two week timetable.

● In years 10 and 11, home learning will be less structured in its nature to allow students to take more ownership of their own learning journey and to allow teachers to respond to the needs of the students throughout their courses. Weekly home learning tasks will be set. Some faculties may choose to set a Home Learning booklet which may contain revision-type tasks for students to work through. Whilst these tasks may have a much longer deadline than the KS3 booklets, students will be guided as to what needs to be completed on a weekly basis.

Rewards and sanctions

Home learning will be rewarded through the E-praise points system. Additionally, students will be rewarded at assemblies or awards evening for their efforts.
On the occasions where students fail to complete their home learning, students will be set a subject/faculty detention. Those who fail to complete homework on a regular basis will be supported by the pastoral team and invited to homework clubs.

Student and Parent Involvement

The views of students about home learning will be sought as part of a student voice subject review. Parents have a considerable contribution to make to students' success in school. They are strongly encouraged to support their children with their home learning by creating the right environment and routines at home to enable home learning to be completed. Parent views are regularly sought and acted upon. Parents will be contacted if students regularly do not engage with home learning.

<ins>**Inclusion**</ins>

Every student at Quarrydale Academy has the right to receive the highest quality education. It is our responsibility to ensure that their educational needs are met. Ensuring inclusion involves:

- Setting suitable differentiated learning challenges.
- Responding to students' diverse learning needs.
- Working to overcome potential barriers to learning and assessment.

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

<ins>**SEN/EAL/G&T**</ins>

- Information on all students is available via the school network, SIMS and/or in written documents. Key information must be in paper and/or electronic mark books and targets discussed or shared with students.
- Information regarding special groups of students is required from teachers on a regular basis. It is imperative that this is returned promptly when requested.
- The SEN department and designated teaching assistants will support staff in meeting the needs of students. This will include providing information, guidance on appropriate teaching strategies and the adaptation and provision of teaching resources.
- Each department is responsible for ensuring the needs of Gifted and Talented students are met. The G&T Co-ordinator is responsible for school policy and can be consulted for advice on strategies to meet their learning needs.
- The school will assign TAs to support the teacher in meeting the diverse learning needs of students. They will work with teachers both within the classroom environment and outside the classroom at the direction of the teacher.
- It is the responsibility of teacher to provide appropriate guidance to the TA. The teacher is responsible for the planning of work.
- There should be regular communication between teachers and TAs about how teaching can be structured to support students. TAs will often have in-depth knowledge of the student being supported.