



LEARNING AND TEACHING POLICY



EPT Document Control

This policy applies to all Education Partnership Trust Schools.

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Assessment for Learning

Assessment for learning has been defined as:

“The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”. (Assessment Reform Group, 2002)

Principles of AfL

- Objective led lessons and clear learning outcomes.
- Helping pupils to recognise the standards they are aiming for.
- Peer and self assessment.
- Providing constructive feedback.

Terminology

Learning objective - This is what the teacher intends the pupils to learn. It should apply to all pupils in a class and should be written in pupil speak.

Learning outcomes - This is how the teacher wants achievement to be demonstrated, expressed in pupil speak. There will be a range of performance within a class in any lesson.

Learning Objectives

A common pitfall in the sharing of learning objectives is to identify what pupils are going to do rather than what they are going to learn. When framing learning

objectives ask yourself what it is you want them to learn.

By the end of the lesson you will:

- know that... (for knowledge: factual information, such as names of people or equipment, places and symbols etc.)
- understand how / why... (for understanding concepts, reasons, effects, principles etc.);
- develop / be able to...(for skills: using knowledge, applying techniques, analysing information etc.)
- explore and refine strategies... (creating, designing, hypothesising, exploring alternatives).

Intended Learning Outcomes

The learning outcome should specify what is expected from the pupil as a result of a task or an episode within a lesson. .

- What I expect from everyone is...
- To be successful you...

The language used in describing learning outcomes is product related, for example:

be able to describe... compare... explain... generalise... create...

Breaking down the Learning Outcomes.

This is good practice where appropriate and The Heights lesson plan is tailored towards encouraging you to differentiate the outcome. This is done by outline expected and better than expected progress.

Peer/Self Assessment

It is important to build in opportunities for students to peer and self-assess. This will provide valuable opportunities for students to evaluate and reflect on their own and others' work. Best practice to support peer and self-assessment involves the teacher ensuring students know and understand the success criteria.

Rationale

Teaching at The Heights: What does 'good or better' look like?

Various definitions of 'good or better' teaching exist. At The Heights, we do not insist on a particular style of teaching.

Our expectations are that teaching over time results in students achieving the challenging targets we set them. This means that teachers should teach the right things at the right time, do it in a way that engages students, and check regularly to see if students are learning all that they should.

In practice, we expect the following from individual teachers and teaching assistants:

- Accurate assessments that underpin day-to-day lesson content as well as longer-term planning and any associated teaching strategies.
- Medium Term and Short term plans of work that build on what students already know, do and understand so that students reach challenging goals.
- Teaching strategies that keep the students involved and match the ability range in the class, including most able, SEND and PP students. This should include differentiating well and using questions to get students to think more.
- Readiness to 'keep on our toes' around opportunities for improving standards of literacy and numeracy.
- QA of teaching and learning consists of book looks, observations and learning walks which are recorded. See QA calendar for further information.

Planning

Good learning and teaching begins outside the classroom at the planning stage. Lessons should be well planned, well structured, appropriately resourced, with clear learning objectives.

Lessons should be well supported with thorough medium and long term planning which provide structure for the delivery of units, topics or themes. Medium term plans should also embed important cross curricular themes to ensure that statutory requirements are met. These themes include SMSC, British values and cross curricular links.

Differentiation

Differentiation is vital for inclusion, providing appropriate opportunities for all students to achieve.

Differentiation is sometimes by outcome as some students will make better progress than others because of aptitude in a subject or because of differing levels of ability.

However, differentiation by task should also be considered at the planning stage to provide as many opportunities for all students to access learning. This should provide opportunities to cater for the less able and those with SEND, but also provide challenge to those students who are identified as being more able.

Differentiation can also involve targeted support for specific individuals. The teacher is responsible for the effective deployment of support staff within the classroom for this purpose. Mixed ability groupings within a class can also support the learning of those students who are likely to experience difficulty accessing material.

Data

We track and record progress every half term. We use diagnostic assessments to ascertain our pupils' starting points in both maths and English. From this initial data we set targets for each pupil.

Targets are reviewed every half term. Most students are expected to make 3 sub levels of progress a year.

Teachers should ensure that they have relevant data for the classes that they teach. This should include baselines, target grades, and current grades, as well as SEND and Pupil Premium data. Teachers need to use this data in their planning and lesson delivery so that they are aware of the individual needs of students within their group. Progress should be monitored against data to monitor underachievement which should be challenged rather than accepted.

Learning and Teaching Quality Assurance

All teachers are responsible for monitoring the quality of learning and teaching in their classroom, through on-going evaluations of lessons.

Informal QA

Informal monitoring and sharing good practice will occur through discussions in curriculum areas. The Lead Teachers will support teachers through provision of informal reflective and evaluative QA.

Formal QA

SLT and Curriculum leaders will be responsible for assessing the quality of provision throughout the school following the Quality Assurance and Appraisal calendar.

Regular liaison between the SLT link and Lead Teachers should take place.

Three formal lesson observations will take place as part of the Appraisal process. These observations are 30 minutes. There will also be 6 Learning Walks per year, each lasting no longer than 10 minutes. Oral and written feedback will be given. Additional observations will take place as agreed between the reviewer and reviewee, if further support is necessary. However, this will be supplemented by bespoke support in between observations.