Teaching, Learning, Feedback and Assessment Policy

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This policy complies with our funding agreement and articles of association.

Section 1: Aims of the Policy

1. To ensure high-quality teaching, learning, feedback and assessment experiences for all students.
2. To support on-going professional development for teachers and support staff.
3. To promote a research-informed and responsive teaching community.
4. To ensure consistency of expectations for teachers and students.
5. To support delivery of the planned curriculum so that the lived experience of all students is as intended.
6. To ensure support, rigour, and challenge for all students, irrespective of starting points.
7. To provide clear guidelines on our approaches to formative assessment.
8. To ensure students are provided with effective feedback which enables them to make progress.
9. To set out how and when assessment processes will be monitored and evaluated.
10. To establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
11. To support the aims of the School Code in promoting positive behaviour for learning.
12. To provide a framework which enables each subject's specificity and distinctness to be considered when establishing appropriate and manageable assessment practices in line with this policy.
13. To consider staff workload and well-being when implementing necessary administrative demands.
14. To ensure that students continue to receive a high-quality education in the event of COVID-19 related remote learning.
15. To ensure that appropriate home-learning is set which is varied and provides an appropriate intellectual challenge for all students.

Section 2: Teaching and Learning at Park High School

Rationale
Teaching at Park High School focuses on developing students academically, as well as their character, sense of self and an understanding of their place in the world. By developing cultural capital and exposing students to the best of what has been thought and said, we help our students take their place as rounded, curious citizens who leave us with the tools to imagine change.

The purpose of teaching is to promote deep engagement with the rich, powerful knowledge which allows our students to be increasingly aspirational about their future choices, excel in further academic study and leave us as balanced and informed citizens.

Teaching is carefully sequenced and scaffolded to ensure students gain the fluent core knowledge they require so that they can apply it, in increasingly sophisticated ways, in varied contexts.

Specifically, teaching and learning at Park High School:

1. Is aligned to the Teachers' Standards.
2. Fulfils the requirements of the National Curriculum at Key Stage 3 and the examination specifications at Key Stage 4 and Key Stage 5.
3. Is ambitious and goes beyond course specifications.
4. Prioritises literacy and communication, including subject-specific vocabulary and academic register, carefully scaffolds and develops oracy in lessons- students are taught to talk and through talk.
5. Is aligned with the research-informed recommendations found in the 'Great Teaching Toolkit' (Evidence-Based Education): see Appendix 1

Remote learning

The Remote Learning Provision, initiated in March 2020, aimed to mitigate against the adverse impact of COVID-19 and ensure that students received an engaging provision, with rigour to challenge, and support to afford access to the schemes of learning. Our ability to deliver lessons remotely now means that all students absent from school, and not debilitated by illness, can access their learning.

- Students are able to access the learning through a blended approach, being invited to lessons via Microsoft Teams.
- The school continues to develop the current provision and enhance staff agility to transition between class and remote learning/ blended learning.
- The effective practice of our classrooms will be incorporated, or adapted where appropriate, to ensure continuity of teaching and learning beyond the classroom.
- The school systematically takes steps to provide access for all students including disadvantaged and SEND, ensuring that all can engage with content and delivery.

Section 3: Assessment and Feedback

Rationale

Teaching is iterative and assessment is at the heart of responsive teaching. An ongoing process to support the teaching and learning, assessment is not simply an event at the end of a teaching sequence. Effective teaching uses assessment and feedback constantly and fluidly in the classroom, with the dominant form of feedback being verbal.

Our assessment tasks and questions target the concepts identified in our curriculum plan. All assessments are designed with a clear purpose. Each assessment task is one quick glance at a specific element of the curriculum; we need to take 'multiple inadequate glances' (R.Coe) to generate insights about what has been understood and learnt. Therefore, staff routinely check for understanding in lessons to provide them with the information they need to teach responsively; it informs teachers' inferences which guides planning and next steps to target and address gaps in knowledge and understanding as well as to correct misconceptions. Checking for understanding is achieved using questioning, including hinge questions, pre-planned MCQs and low stakes quizzes, for example.

- Teacher assessments are almost always formative, and responsive, in nature.
- Prior knowledge is recalled and checked so that new content is purposefully and explicitly connected to existing knowledge and understanding.
- Formative assessments are often pre-planned, and where possible, co-planned, as part of departmental CPD, for example, hinge questions.
- Common misconceptions are identified in curriculum planning and addressed through careful teacher scripting, planned student talk, questioning, modelling and independent tasks.
- Feedback provides students with the guidance required for further targeted practice.
- Teachers maximise opportunities for students to practise independently, in response to feedback, either by reviewing or redrafting, or completing a similar task.
- Allocation of curriculum time and the nature of the task will determine at subject level the most appropriate feedback.
- Staff are not expected to mark every piece or work and not every piece of teacher-assessed work requires a mark/grade but, when used, they should follow department and school guidance.

Types of feedback
- Verbal: The most frequent form of feedback, providing immediacy and relevance leading to thinking and action in the moment.
- Whole-class feedback: Having looked through students' work, feedback is targeted and leads to post-feedback task completion, often preceded by modelling and scaffolding.
- Peer and self-assessment if appropriate, though this might be better suited to older students.
- Written feedback: In the form of marking which highlights misconceptions and gaps in knowledge and understanding. The use of annotations and /or questions will help the student develop their thinking and move them on. Students may respond to this type of feedback in a different colour pen.

To ensure consistency for the students, literacy marking should refer to the codes listed below:

Sp (with word underlined)	Spelling error
//	Begin a new paragraph
Exp	Awkward expression
T	Mistake in the use of tense
Cap (with letter circled)	Capital letter should have been used
SS	Sentence structure is unclear
V	Vocabulary choice is inappropriate or could be improved

All assessments seek to answer the same question: what has been learnt of the curriculum that has been taught? Students should always be made aware of the assessment criteria to be used, prior to the piece of work being completed, and the method of feedback they will receive.

Assessments are structured cumulatively to check for retention and application of knowledge and understanding. Curriculum concepts taught but not previously sampled are deliberately planned into future assessments. Standardisation and moderation of summative tasks are built into department time to aid clarity, consistency and to benefit staff in their teaching practice.

Summative assessments which are used for whole school reporting are typically substantial in size, sampling broadly from the subject discipline. The aggregation of scores obtained in these assessments give us a percentage out of /100 (Key Stage 3) and a summative grade (Key Stage 4 and Key Stage 5) can be attributed and is reported to parents / carers.

Section 4: Home-Learning

Home-learning should provide an appropriate intellectual challenge for all students and support their learning. It is important that, as teachers, our approach to home-learning is consistent, co-ordinated, and complementary to the work in the classroom.

Purposes
These include:

- Allowing preparation for future class work to include academic reading.
- Encouraging student ownership and responsibility for their study skills e.g., developing effective habits which include planning, time-management and self-discipline, use of libraries and other resources.
- Showing understanding and progress.
- Allowing practice and consolidation of work done in class.
- Providing opportunities and sustaining the involvement of parent co-operation and support.

Amount and frequency of home-learning

Home-learning will be set frequently. In many subjects it is likely to be set on a weekly basis, although this will vary depending on curriculum allocation.

In the Sixth Form, students will need to complete at least one hour of revision, research or preparation independently for each hour of taught time. This would mean that our students studying three A Levels/BTEC equivalent for 5 hours per week would complete at least 15 hours of independent study.

Home-Learning may be set via Microsoft Teams or in the classroom by the teacher, but it must be recorded by the students in their contact books.

Expectations

The school has high expectations regarding the quality of students' home-learning. It is the role of the Head of Department and TLR holder to implement and monitor consistent practice.

- Home-learning is checked and marked where appropriate.
- Feedback is given to students.
- Students are supported through attendance at home learning clubs, where appropriate.
- Adequate time is given for students to record their home-learning in contact books.
- There is consistent practice across the department.
- Home-learning is manageable for everyone.

The school expects parents to support their children with home learning tasks in the following ways by:

- Encouraging their child to complete home-learning to the very best of their ability.
- Checking the contact book to ensure home-learning is written down clearly.
- Providing a suitable place and time to complete tasks.
- Monitoring the quality of home-learning produced by their child.
- Expecting that deadlines are met and checking that they are.

Parents are encouraged to contact the school (the subject teacher in the first instance) if they have any concerns about home-learning.

Monitoring and Evaluation

Departments evaluate the quality of home-learning and the contribution it is making to learning. A student's completion of home-learning will be monitored by submission of a grade when Progress Check data is entered.

Section 5: Reporting

We report in the following ways:

1. To Parents:
A. Parent/teacher meetings.
B. Progress Check Reports.
C. Review Days.

2. To Staff:
A. Terminal qualification analysis
B. Progress Check analysis.

3. To Governors:
A. Review and Planning Papers.

At specific points in the school year, we collect summative performance information.

4. At KS3, this is twice per year. KS3 reports contain a score /100 (the amount of knowledge which has been learnt from the curriculum which has been taught). Cohort average is included to contextualise the score achieved.
5. At KS4 and KS5, this is three times per year. KS4 and KS5 reports contain Level 2 or Level 3 grades as current working grades, end-of-course predicted grades, or both, depending on the reporting window.

Section 6: Quality Assurance

The quality of curriculum, teaching, assessment and standards will be reviewed on a regular basis in a variety of ways, for example:

	Senior Leaders	Middle Leaders	Subject Teams	Pastoral Teams
Curriculum reviews: content, sequencing, delivery	✓	✓	✓	
Assessment reviews: validity, reliability, value	✓	✓	✓	
Lesson visits and learning walks	✓	✓	✓	✓
Students' written work	✓	✓	✓	
Student feedback	✓	✓		
Departmental investigations	✓			
Whole school themed reviews	✓	✓	✓	✓
Examination results and tracking data: IDSR, FFT, ALPS, PC data	✓	✓	✓	✓

Section 7: Professional Development

Staff are entitled to robust and knowledgeable Professional Development opportunities to develop their own expertise in the science of learning, teaching practice, classroom management, curriculum thinking and assessment design. This takes place through:

1. Whole school INSET.
2. CPD-focused Department meetings.
3. Head of Department and TLR Holders meetings.
4. Incremental Coaching.
5. In-house optional CPD sessions.
6. Expert external training programmes.

This provision is aligned with the School Development Plan, the Teachers' Standards and the Continuing Professional Development Policy.

Section 8: Review and Evaluation of the Policy

This policy is to be reviewed annually.

Section 9: Related policies and documentation

1. School and department curriculum statements.
2. Behaviour Policy.
3. CPD Policy.
4. Literacy Policy.
5. SEN Policy.
6. Equality Policy.
7. Exams Policy.
8. EAL Policy.
9. Digital Safety Policy.
10. Parent Code of Conduct.
11. Remote Education Provision.

Key Responsibilities

Senior Leadership Team

- Ensure that this policy is implemented across the school through effective Line Management of subject areas.
- Ensure that good practice is shared through CPD opportunities.
- Support Subject Leaders where appropriate in the implementation of the policy.
- Monitor and evaluate the impact of the Teaching, Learning, Feedback and Assessment policy and adapt/develop the policy when relevant.

Subject Leaders

- Ensure the whole department is following the school's Teaching, Learning, Feedback and Assessment policy through regular walk throughs, book looks and student voice surveys.
- Coordinate the development of exemplars of the quality of work expected at a range of grade/levels which can be shared with both students and staff within the department.
- Share exemplar materials such as student work and feedback.
- Support individual teachers where appropriate and allow reasonable deadlines (ensuring that teachers can return work to students within two weeks) for moderation of work where it is deemed necessary.
- Ensure that all students in the subject area are aware of their progress and areas for development.
- Monitor the department tracker and use this to inform intervention.

Teachers

- Follow the Teaching, Learning, Feedback and Assessment policy in conjunction with department guidance.
- Are not expected to feedback upon work that is incomplete or has not reached minimum identified standards.
- Are not expected to mark every piece of work in a student's book/folder.
- Ensure high standards of presentation and give attention to handwriting, spelling, punctuation and grammar.
- Complete written feedback in a colour that contrasts with students' work.
- Inform HOD/HOY/parent/carer of concerns when necessary.
- Log student assessment results using the department tracker.
- Return work to students within two weeks.
- Support students in responding to feedback effectively to make progress.
- Model peer and self-assessment tasks where appropriate.
- Support behaviour for learning by utilising the School Code and the Behaviour Policy.

Students

- Take responsibility for engaging in all lessons, completing all learning tasks on time and to the best of their ability.
- Act on feedback which consolidates and extends their understanding.
- Catch up on missed work to ensure that timely feedback can be provided.
- To own and make improvements/redraft work using a different colour pen.
- Complete work in blue or black ink.

Parents / Carers

- Ensure their child is equipped to learn in school.
- Encourage academic reading and reading for pleasure.
- Monitor, support and encourage their children to complete all learning tasks to the best of their ability.

Appendix 1

1. Teachers have expert knowledge of the content to be taught:
A. Deep, fluent and flexible understanding of the content, its sequencing and the links between component parts to foster a sense of progression through the subject / course, both in terms of substantive and disciplinary knowledge.
B. Deep pedagogical content knowledge, including appropriate activities, assessments and their diagnostic and didactic potential.
C. Secure knowledge of misconceptions and sticking points.
2. Teachers create a supportive, stable, stimulating environment conducive to learning:
A. **Positive interactions** and relationships based on mutual respect, care, empathy, and warmth; being sensitive to individuals' needs, beliefs and emotions.
B. **Positive climate for learning** – respect, trust, cooperation and care.
C. **Students' motivation** – fostering feelings of competence, relatedness and autonomy.
D. **High expectations**, high challenge, high trust, including encouraging students to attribute successes and failures to things they can change.
3. Teachers maximise opportunities to learn:
A. **Managing time and resources** judiciously to maximise productivity; giving clear instructions; using explicitly taught routines.
B. Providing **knowledge organisers** to distil the core knowledge that all students are required to learn.
C. **Rules, expectations, and consequences** are clear and consistently applied, ensuring high standards of behaviour for learning which are embedded into routine practice.
D. **Preventing, anticipating, and responding calmy** to disruptions to teaching, and reinforcing **positive social norms**.
4. Teachers activate hard thinking in students:
A. **Structuring** lesson and unit content appropriately, scaffolding and supporting (as appropriate) to make content accessible to all, gradually removing support over time.
B. **Explaining** and communicating ideas in a clear, concise, carefully crafted manner, connecting new ideas to prior learning (re-activating / checking that prior knowledge); using examples, worked or part-worked examples, as well as non-examples.
C. **Modelling** and demonstrating with appropriate scaffolding and challenge so that all students know how to apply the knowledge and skills they learn; a range of models are provided to ensure students know what curriculum mastery looks like.
D. Using **questioning** and dialogue to promote elaboration and connected, flexible thinking (Why…? Compare… What if…?); getting responses from all students and promoting oracy; assessing formatively and responsively deciding on best next steps.
E. **Interacting** actively by responding to feedback from students about their thinking/ knowledge/ understanding; giving students actionable feedback to guide their learning. This includes revising and reteaching where appropriate to address misconceptions.
F. **Embedding** and reinforcing learning, requiring students to practise until learning is fluent and secure; reviewing/ revisiting once-learnt material to prevent forgetting and deepen students' schemata. Teaching is iterative; students are given opportunities to embed and develop their understanding by revisiting previous topics and through deliberate practice, guided at first and increasingly independent.
G. **Home-learning** is challenging and purposeful. It includes opportunities for pre-learning and independent learning when appropriate and in line with school policy.
H. Students understand how the **disciplinary knowledge** they are taught fits into the broader narrative of the subjects they are studying.

Adapted from 'The Great Teaching Toolkit' by Rob Coe and Stuart Kime (Evidence-Based Education)