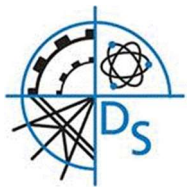




# **Denefield School**

## **Teaching and Learning Policy**

Date of next review	December 2023
Review cycle	Triennial
Policy control sheet updated	Yes
Type of policy	Recommended
Policy owner	Headteacher
Location of policy	Website/intranet*



## Teaching and Learning Policy

*incorporating Extended Learning (homework), live (remote) lessons, and Marking, Assessment and Feedback (MAF)*

### Status:

**Recommended**

### Purpose

Teaching and learning is the core business of all schools. The purpose of Denefield School is to give students 'Success for Life' – academic success, economic independence, purposeful relationships, community involvement, and mental and physical health. In order to ensure this, Denefield places expectations on teachers in line with the national teacher standards (Appendix A).

### Responsibilities

- Trustees – to monitor the implementation of this policy through the Standards Committee;
- Headteacher: hold the Director of Teaching and Learning to account for implementation and evaluation of this policy;
- Director Teaching and Learning – to oversee the implementation and evaluate the effectiveness of this policy, and report to the Standards Committee;
- Subject leads – ensure that intent statements and curriculum and assessment maps exist for each year group in their area, and to hold their staff to account for the quality of teaching and learning in their departments;
- Teachers – to meet the national teacher standards and threshold standards (where appropriate), and implement lesson on a page, marking and feedback on a page, and expectations of extended learning. To undertake their own professional development, including teacher support plans (where appropriate).

### Expectations of classroom lessons

The expectations of lessons at Denefield are:

- Lessons at Denefield are based on departmental curriculum maps, which in turn are based on curriculum intent statements. These can be found on the Denefield website.
- Lessons should be ambitious, knowledge-rich and engaging.
- They should reflect Denefield's Lesson on a Page model (Appendix B).
- The Lesson on a Page model ensures that lessons are tightly planned, and responsive to the needs of all students, including SEND, PP, and different ability students, including lower ability.



### **Expectations of live, remote lessons**

As far as practicable, live, remote lessons should also mirror the Denefield Lesson on a Page format, and should ensure that the curriculum is implemented in accordance with departmental curriculum maps.

### **Expectations of extended learning**

It is an expectation that students will be set a piece of extended learning each week in most subjects and key stages. This will focus on:

- Pre-reading or learning for a new topic;
- Extension or completion of a task started in class;
- Revision or recap of topic already undertaken;
- Quizzing and knowledge-recall testing (often done electronically)
- Independent reading or study.

Denefield School is mindful of the workload and welfare of teachers, and there is no expectation that every piece of extended learning will be marked. Teachers will check that extended learning has been done and issue sanctions for non-compliance. Depending on the work set, teachers may check the results of tests and quizzes done electronically, set tests or quizzes in lessons, provide feedback as part of Strength and Improvement tasks (see below), or incorporate the extended learning done into the structure of the lesson.

Denefield School is mindful of the workload and welfare of its staff, and there is no expectation that every piece of extended learning will be marked.

Extended learning is set on Show My Homework.

### **Expectations of marking, assessment and feedback (MAF)**

Teachers will use questioning, quizzing and live marking in lessons in order to gain an immediate impression of students' understanding, and areas for development. Students will self-assess and peer assess their work where appropriate.

Formal teacher assessment will take place each short term (approximately every 6-7 weeks) in all subjects. For examination groups, this will take the form of examination-style questions. Each subject will publish an overview of its assessment in its curriculum and assessment map. These can be found on the Denefield website.

In addition, students in Years 10-13 will have either one or two set of pre-public examinations (PPEs, or mock exams). These are formal examinations which are usually sat in the hall or the sports hall.

The purpose of teacher marking is to provide feedback to students, so they know how to improve their work. Half way through each short term, students will complete a mid-term task. These will be marked by teachers, who will indicate the strengths of the work, and provide a personalised improvement task for students to complete. This is called the SIT model, where SIT stands for Strengths / Improvement Tasks.

Denefield School is mindful of the workload and welfare of its staff, and there is no expectation that work will be marked, except for the mid-term tasks, and end of term assessments.



In addition, in order to protect the welfare of staff, teachers will only input assessment data three times a year for any year group. Currently, data for years 7, 9, 11 and 13 is entered in terms 1, 3 and 5; data for years 8, 10 and 12 is entered in terms 2, 4 and 6.

Further information on marking, assessment and feedback can be found in the Marking and Feedback on a Page document (Appendix C).

## **Monitoring and evaluation**

- Senior leaders and subject leads will conduct regular 'little and often' drop ins, will provide feed back to teachers, and record this on Blue Sky. Where appropriate this will generate actions for the teacher or department to undertake;
- Where the quality of teaching falls below that expected by the national teacher standards or the threshold standards (where appropriate), teachers may undergo a teacher support plan, as detailed in the school's Appraisal Policy;
- Regular 'deep dives' will take place into subject areas, in which senior and curriculum leaders evaluate holistically the quality of teaching and learning, including scrutiny of intent statements and curriculum maps; interviews with subject leads, teachers and students; observation of lessons, and scrutiny of students' work. From this, subject area action plans will be produced, focusing on the maximising the quality of teaching and learning;
- Senior leaders and subject leads will conduct regular work scrutiny exercises, focusing on the quality of work and the impact of marking and feedback;
- The setting of extended learning will be monitored by subject leads and the Director of Teaching and Learning;
- The Director of Teaching and Learning will report to the Trust Board's Standards Committee at regular intervals.

## **Who was consulted**

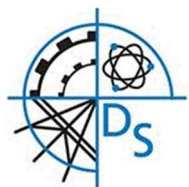
- Teachers
- Subject leads
- Senior Leadership Team

## **Relationship to other policies**

- Remote learning policy
- Behaviour policy
- Appraisal policy

## **Date for review**

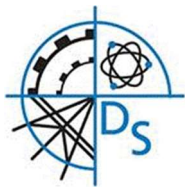
December 2023



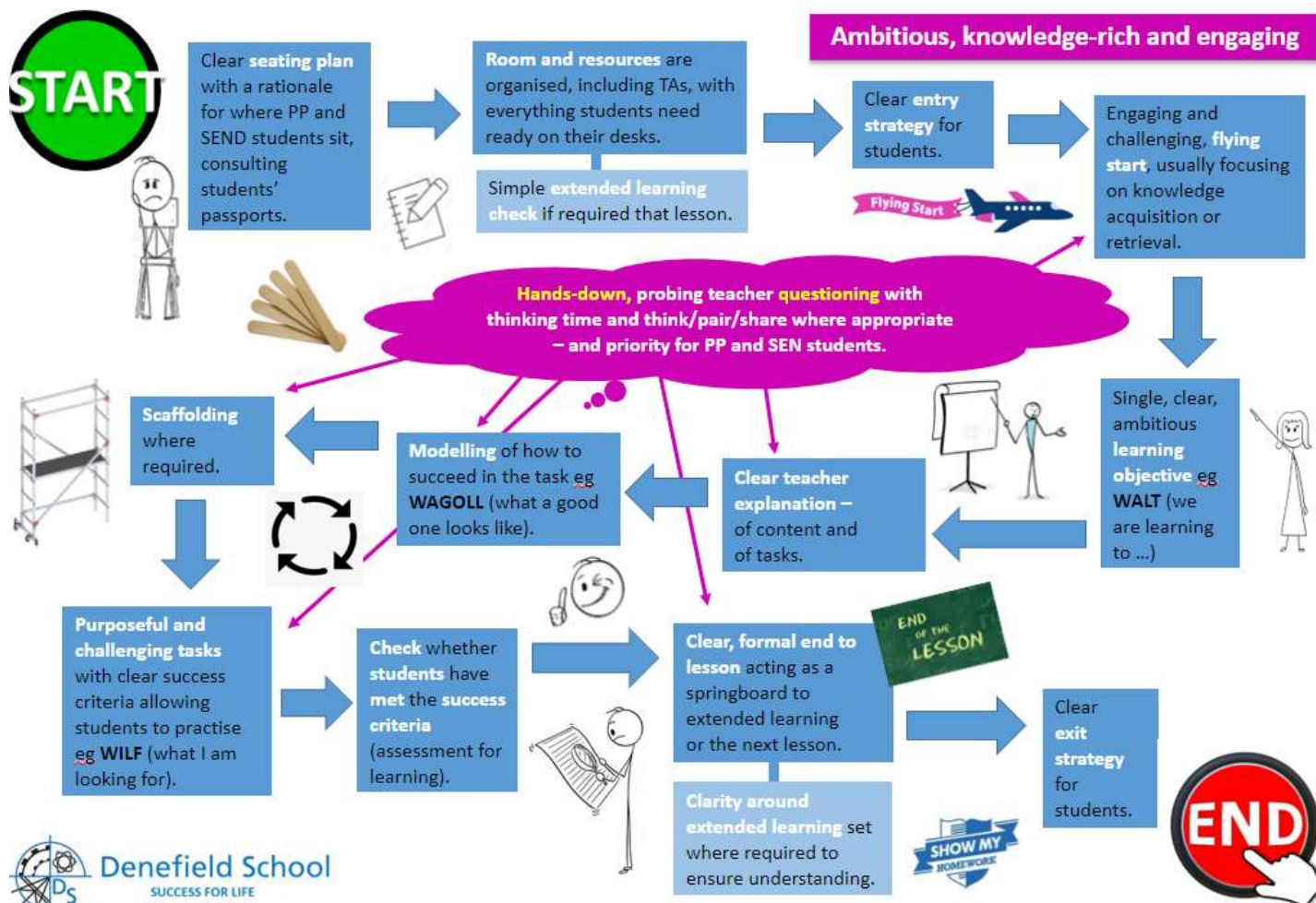
## **Appendix A Expectations of teachers**

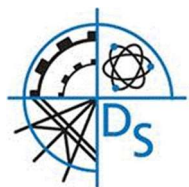
In order to meet the national teaching standards (2012), classroom teachers are responsible for:

- ☐ making their lessons interesting, stimulating and purposeful;
- ☐ ensuring that they have the highest expectations for students' work;
- ☐ setting purposeful extended learning (homework) and holding students to account where this is not completed to the expected standard;
- ☐ creating an effective learning environment and managing classes efficiently;
- ☐ personalising learning so teaching is well-matched to students' needs;
- ☐ ensuring all students are able to access the work and providing appropriate levels of challenge;
- ☐ providing regular feedback to students that is clear and allows students to demonstrate progress in their work;
- ☐ planning suitable amounts of time for students to act upon teacher feedback and improve their work;
- ☐ being aware of the groups of students in the classroom for example: AG+T, pupil premium; low, middle and high attaining groups; SEN or any other specific needs;
- ☐ developing students' resilience in order for them to succeed when challenged;
- ☐ using Assessment for Learning and Assessment of Learning to evaluate students' progress and to inform future teaching plans;
- ☐ assessing students accurately to support planning and improved students' outcomes;
- ☐ contributing to, and producing, appropriate schemes of work as directed by line manager;
- ☐ developing positive and productive working relationships with students;
- ☐ knowing their subject and strategies for teaching it well;
- ☐ providing further opportunities for learning beyond the classroom;
- ☐ organising and attending appropriate CPD activities in order to consistently improve their own teaching practice.



## Appendix B – Lesson on a Page





## Appendix C Marking and Feedback on a Page

Assessment at the end of a term of learning	
<b>Knowledge based assessment</b> ( <i>6 times per year</i> ).	<b>Summative assessment</b> ( <i>6 times per year for all subjects KS4/5 and 3 times per year for non-core subjects at KS3</i> ).
<p><b>A test of a student's ability to retain the knowledge</b> required for the course they are studying – expressed as a %.</p> <p>The questions will cover the knowledge from previous years and terms to ensure that recall testing is efficient and effective.</p> <p>The knowledge tested can be found on the curriculum area knowledge organisers which must be made available to students and parents at the beginning of the terms.</p>	<p><b>A test of a student's ability to apply the key knowledge</b> learned, for example in an exam-type situation.</p> <p>This is a “<i>Strength and Improvement Task</i>” and is marked by the teacher using a “<i>Strength and Improvement Task</i>” form.</p> <p>The teacher provides clear written feedback in <b>green pen</b> to the student who actions the feedback in <b>red pen</b>.</p>

In the middle of each term
<p><b>A test of a student's ability to apply the key knowledge learned so far.</b> This could be a version of the end of term summative assessment and acts as <b>purposeful practice</b>.</p> <p>There is a “<i>Strength and Improvement Task</i>” with clear written feedback given to the student in <b>green pen</b> who actions the feedback in <b>red pen</b>.</p>

Regular classroom feedback		
Recall Testing	Live-Marking	Self/Peer assessment
<p>Students will be quizzed, or other methods of recall testing, in most lessons and receive immediate feedback.</p> <p>This quizzing will be based on the knowledge included on the curriculum area knowledge organisers.</p> <p>Recall testing activities will also be part of extended learning.</p>	<p>Teachers will live-mark regularly in the classroom to provide students with immediate feedback.</p> <p>Where feedback has been provided by the teacher, students will action this feedback in <b>red pen</b>.</p>	<p>Students will be given regular opportunities to self/peer assess their work in order to receive immediate feedback.</p> <p>Criteria for assessment will be created by the teacher who will ensure that students understand, and can apply, the criteria to their work.</p> <p>Where feedback has been provided by the teacher, students will action this feedback in <b>red pen</b>.</p>