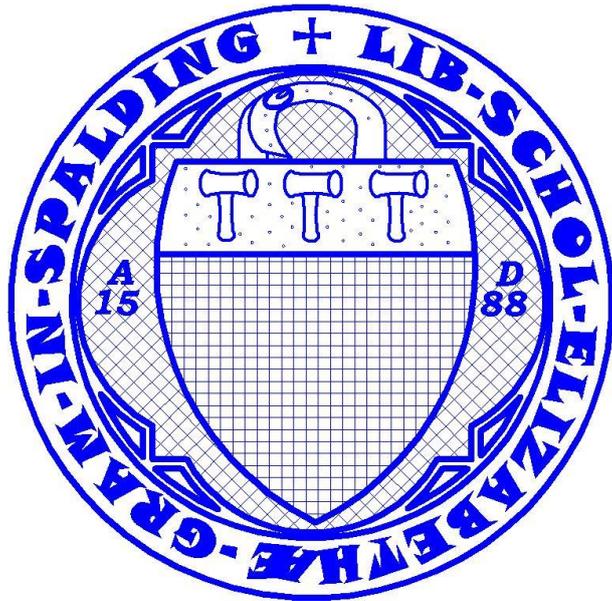


Spalding Grammar School



Teaching, Learning and Assessment Policy

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1. Teaching, Learning and Assessment Vision:

“All teachers to deliver outstanding teaching and learning within our curriculum and assessment framework to develop all learners, contributing to excellent outcomes”

In order to meet this vision SGS stakeholders must uphold their responsibilities:

Students:

Meet the values and expectations of the ‘professionalism’ and ‘effective learner’ areas of their learner profile (as outlined on page 1 of their planner):

Professionalism

- ✓ High levels of attendance and punctuality
- ✓ Smart and correct uniform
- ✓ Be equipped and organised; pack bag night before (see list below)
- ✓ Correct use of planner
- ✓ Communicate effectively with staff, parents and fellow students

Effective Learner

- ✓ Have high expectations
- ✓ Take responsibility for learning
- ✓ Engage in all lessons; make a positive contribution
- ✓ Produce classwork and homework to the best of ability
- ✓ Meet all deadlines
- ✓ Act on feedback to aid progress
- ✓ Demonstrate resilience when adversity is met

Equipment (see section 1 of planner for more information)

Having the correct equipment for every lesson is the responsibility of each student. Due to the diversity of subjects, there is a range of equipment required and effective use of a locker can support students. Each student should have access to their own:

- | | |
|--------------------------------------|---------------------------------------|
| ✓ Writing pen (blue/black ink) | ✓ Lined paper |
| ✓ Pencil, sharpener and rubber | ✓ Colouring pens/pencils |
| ✓ 30cm ruler | ✓ Highlighters |
| ✓ Geometry set and pair of compasses | ✓ Scientific calculator |
| ✓ Scissors and glue stick | ✓ Purple pen for RAFT (see section 7) |

Parents:

Reinforce the School’s vision with their son/daughter and create a positive learning environment at home. Support their son/daughter with their study routines, whilst being mindful not to do the work for them to promote resilience and independence. Communicate any feedback with the School.

Teachers:

Follow the expectations and guidance outlined in this policy.

Form Tutors:

Support students to take responsibility for their learning by discussing their academic progress and performance.

Heads of Subjects:

Ensure the expectations outlined in this policy are followed within their departments through regular quality assurance. Encourage positive practice to be shared, and challenge and support members of their department who fall short of these expectations.

Senior Leadership Team:

Carry out the quality assurance of this policy and provide opportunities for staff to engage in positive teaching, learning and assessment practices (e.g. training).

2. The Curriculum

The curriculum at SGS will challenge students to achieve academic success at GCSE and beyond by continually developing skills, knowledge and understanding. It will promote **enjoyment and enthusiasm for learning**, and so **inspire intellectual curiosity**. It will also enable students to make **informed decisions about lifestyle and career choices**.

If our curriculum and assessment develops all learners, then:

- Progress ladders are used effectively with students of all abilities and needs.
- Schemes of work are inspiring, rigorous and challenging, and develop knowledge, skills and understanding.
- Assessment structures are devised and implemented to evidence student progress.
- Teachers' expectations of students are high.
- Students are aware of the progress they are making through data and quality marking and feedback, and in turn take responsibility for their own learning.
- Teaching inspires and challenges every student.
- Teachers set prep and assessed homework that effectively supports learning.
- Assessment data is used in planning.
- **Office 365 is used effectively to support TLA**
- Form Tutors support students to take responsibility for their learning.
- Students feel able to make informed decisions about lifestyle and career choices.

Specific information about how each of these success criteria will be met are outlined in this policy

3. Outstanding Teaching and Learning

At Spalding Grammar School we expect teaching practice to align with both our whole school vision (see Section 1) and the DFE's Teacher's Standards to *"make the education of their pupils their first concern; and be accountable for achieving the highest possible standards in work and conduct."*

With these aims in mind, named areas of the teaching and learning vision are outlined below, and it is the expectation of all teaching staff to follow these within the context of their subject. By using these across the school we are able to help students build positive routines to become disciplined as learners and will be supporting both students and colleagues by promoting consistency between classrooms.

| | |
|--|--|
| A) Schemes of work (SoW) are inspiring, rigorous and challenging, and develop knowledge, skills and understanding | |
| | <ul style="list-style-type: none"> • Developed SoW must be centrally saved and followed to promote consistency • SoW must incorporate a variety of engaging teaching methods and activities • SoW must be set at a challenging level, with additional level of challenge for most able students, but also consider needs of those who cannot access (including CfL) and scaffolded accordingly • SoW must incorporate assessment and feedback which supports progress (i.e. smaller assessments act as 'stepping stones' to enable students to improve specific areas, leading up to larger/more formal assessments e.g. CATs) • SoW must be reviewed and adjusted regularly to ensure they are fit for purpose |

| | |
|---|--|
| B) Teacher's expectations of students are high | |
| Attendance, Punctuality and Entry/Exit | <ul style="list-style-type: none"> • Promote and role model high standards of attendance, punctuality and behaviour to encourage prompt and professional start to every lesson. • Set regular and engaging starter activities; do not give them a chance to disengage (refer to Starter Activity ideas database in SCR/on staff drive – 'Teaching and Learning' folder). Default = write and underline date, title and review last lessons' notes. • If teacher not present for start, have default tasks embedded (write date/title, review prep/notes) • Ensure clear and controlled end to lesson and dismiss in orderly fashion (e.g. by row, progress etc) • Have high expectations and support in place for absent students to catch up |
| Lesson Aims/ Outcomes | <ul style="list-style-type: none"> • Students must know what you expect them to learn every lesson. The best practice is to make lesson aims/objectives visible and link them to AOs where appropriate • The lesson aims/objectives must be revisited for students and teachers to gauge progress • Reinforce expectation of students who do not meet aims (e.g. re-do work, revise topic, support/intervention etc) |
| Student Organisation | <ul style="list-style-type: none"> • Insist on highest standards of personal organisation for lesson equipment and resources • Follow-up accordingly (praise/reinforcement) for those who exceed/miss expectations • See 'My Equipment' planner pages for more details |
| Student Engagement | <ul style="list-style-type: none"> • Insist that every student engages with every lesson; create opportunities for them to do so and avoid opportunities for students to become 'passengers'. |
| Classroom Routines | <ul style="list-style-type: none"> • Ensure classrooms are tidy and displays help promote learning. Arrange room to allow all students to engage (e.g. see the board) • Plan and apply seating plans based upon class dynamic to maximise learning for all (e.g. mixed/same ability). Review and adjust these to avoid stagnation (e.g. after phase data?) • Ensure register is taken <u>every lesson</u>. Apply creative ways of doing this (e.g. students respond with an answer to a starter) • Deploy "Ready To Learn" initiative (compulsory at KS3) consistently and ensure you do not progress until <u>all students</u> have followed your instruction • Assign roles and responsibilities within each class to maximise student responsibility (e.g. book monitors, peer markers, judges etc) • Ensure activities have a clear timeframe to encourage appropriate levels of urgency or care for tasks. Whiteboard timers, a stopwatch monitor or use of clocks are useful methods to try |
| Teaching Assistants (TAs) | <ul style="list-style-type: none"> • Plan for effective utilisation of TAs; ensuring the TA is clear on the expectations of every lesson • Work collaboratively with TAs to adjust tasks accordingly to maximise student progress |
| Presentation of Work | <ul style="list-style-type: none"> • Work must be presented in accordance to the whole-school and departmental presentation expectations (see 'My Work' section of planner and Section 6 of TLA Policy (Marking and Feedback)) • Praise positive work and share with class to reinforce expectations. Ensure work presented below expected standard is improved |

| C) Teaching inspires and challenges every student | |
|--|---|
| Differentiation | <ul style="list-style-type: none"> Plan and apply tasks that challenge all abilities; however use the 'more able' as a start point and scaffold tasks accordingly for those who cannot access Plan extension activities that are designed to stretch the most able (refer to articles/books in professional library and outcomes of our more able workshops) Plan resources and strategies to allow those with SEN to access the lesson content (refer to provision mapping documents for individual students in your classes) |
| Teaching Methods | <ul style="list-style-type: none"> Utilise a variety of teaching methods over a period of time to maximise engagement. Ensure a blend of individual work, teacher-led, group work and discussions are applied Take reasonable risks with applying teaching methods; research techniques through use of professional library, observing/discussing with colleagues etc |
| Questioning and Discussions | <ul style="list-style-type: none"> Consistently apply the SGS Questioning Strategy: <ul style="list-style-type: none"> a) 'No hands up' approach to promote engagement and allow target questioning b) 'Think, pair, share' - ask a question to the class, they then think of answers alone, pair up to pool two sets of ideas, and share the best of these with the class. c) Differentiate - skilfully plan and target questions at students based upon their abilities (refer to Blooms' Taxonomy questioning guide sheet in 'Teaching and Learning' folder) Aim for every student to contribute verbally (and equally) every lesson. Other tips include: <ul style="list-style-type: none"> a) Snowballing - building an idea from one student/group to the next) b) Choose the next - where the answerer picks which student/group is next c) Phone a friend – if a student struggles for an answer they can select someone to help d) Inviting others – e.g. “do you agree with Sam?”, “can you explain what John said in your own words?”, “how could you improve Amy’s answer?” More ideas can be found in the questioning guidance notes in 'Teaching and Learning' folder |
| Communication for Learning (CfL) | <ul style="list-style-type: none"> Promote high expectations of CfL through lessons and assessments; tasks should be carefully designed to develop effective spoken and written English Identify CfL errors in work and assessments. Formally record these when required Support students to correct CfL errors within the subject and signpost for further support via the CfL Coordinator where appropriate See the CfL policy for more guidance and information |

| e) Teachers set prep and assessed homework that effectively supports learning |
|---|
| <ul style="list-style-type: none"> Ensure prep/assessed homework is set in line with the principles of the Homework Policy (meaningful, challenging, engaging, and structured) Ensure prep/assessed homework is followed-up every lesson it is set (5th principle) to ensure students feel their work is valued. Using it as a starter can be good practice (see the Homework Policy - section 5 for more details and guidance) |

| f) Assessment data is used in planning |
|---|
| <ul style="list-style-type: none"> Use formative (e.g. CATs, end of phase) or summative (e.g. assessed homework, teacher/department-kept) data to differentiate suitable teaching and learning strategies for individual or groups of students |

| g) Students are aware of the progress they are making through data and quality marking and feedback, and in turn take responsibility for their own learning |
|---|
| <ul style="list-style-type: none"> Using Go4Schools, develop a healthy culture of data/progress openness with students, both on a whole-class and individual level. Encourage them to discuss progress with each other Mark work in accordance to the Marking and Feedback Policy (see section 6) at least every 8-10 lessons Apply quality RAFT (Reflection and Acting on Feedback Time) into lessons (see section 6 for ideas) Use progress ladders to help students understand the success criteria of learning tasks and assessments, why their work has been graded a particular level, and how they could improve to move it up to the next grade |

| h) Form Tutors support students to take responsibility for their learning |
|---|
| <ul style="list-style-type: none"> Teachers must work with pastoral staff to discuss support for the progress of individual students |

| i) Students feel able to make informed decisions about lifestyle and career choices – subject-specific support for future e.g. UCAS/options |
|--|
| <ul style="list-style-type: none"> Inspire students to have a lifelong love for your subject. Be passionate about it yourself Give students specific advice about their career pathways for KS4/5 transitions. Do not just limit this to Years 9, 11 and 13; begin inspiring them earlier in their SGS journey |

It is important to note that to maximise the success of the teaching and learning experience, teachers must adjust their practice to best suit each specific group of learners; not all classes will respond identically to the same practice.

4. Assessment and Progression

The school curriculum has been designed with continuity from Year 7 to Year 13 in mind.

Common assessment and grading principles are used throughout all year groups. Assessment grading for Year 7 to 11 is based on the principles of GCSE, whilst Post 16 courses use applicable A Level/Pre-U/alternative Level 3 provision criteria.

Progress Ladders: underpin the development of skills and understanding

Progress ladders focus on the development of skills necessary to achieve in each subject and are based on the principles of Blooms Taxonomy, with students increasingly able to access and perform proficiently at higher level skills thresholds. Progress ladders are shared with students as well as being used to inform the development of task specific success criteria. Assessment feedback also refers to the principles of progress ladders to help students know exactly what they need to do to improve.

Assessment principles:

One of the significant new challenges of revised specification GCSEs is the requirement to learn, remember and recall large volumes of information studied over long time periods. All courses are now linear. As such our assessment system is designed to promote the development of skills over the longer term and to foster study skills that will best prepare students for the rigour of GCSE exams.

A variety of task types and assessment feedback are used to promote long term learning. Much of this happens in class, but the value of independent learning outside of the classroom is promoted through the use of 'Prep' and 'Assessed Homework (AH)'.

- **Prep tasks** are tasks that consolidate the learning or introduce something new. Prep will typically take 15-25 minutes and will be needed and used at the start of the following lesson.
- **Assessed Homework** tasks are assessments that review student understanding and allow feedback to be given to help students to progress. AH typically takes between 30-50 minutes, depending on Year Group and subject. Results from AH do not contribute to reported current grades, but they are important 'stepping-stones' to learning.

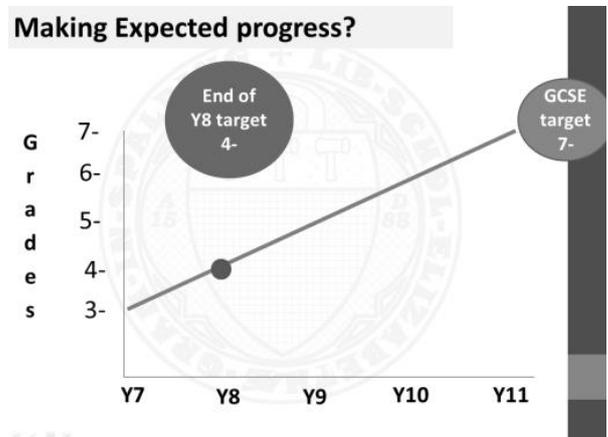
All work completed in lessons and through Prep and AH helps students to progress towards more long term, more substantial common assessment. These Common Assessment Tasks (CATs) are relatively infrequent, but at least once per nine week teaching Phase. The results are used to generate current grades, which are reported home.



Student Targets and Flight Paths

At Spalding Grammar School, the majority of students are capable of making rapid progress and of achieving top-end grades. As such, individual student subject targets are set in line with high expectation models and our school systems and ethos operate to motivate students to progress at a rapid rate towards these aspirational outcomes.

Flightpaths are applied from Year 7 to Year 11 and separately in Year 12 in to Year 13. End of GCSE or Post-16 aspirational outcomes are established, and used to reverse engineer interim end of year grades. This provides a relatively short-term, achievable goal for students to work towards, linked to their expected GCSE/Post-16 outcomes.



Linear flight paths provide a simple, understandable progression model that motivates students to improve regardless of ultimate academic ability. Students with GCSE targets of 4 or 5 are celebrated equally with those who have GCSE targets of 8 or 9, where individual performance shows students are on-track to achieve. At any particular time, a student's current grade can represent 'Below expected progress', 'Making expected progress' or 'Above expected progress'.

Flexibility when students progress differently:

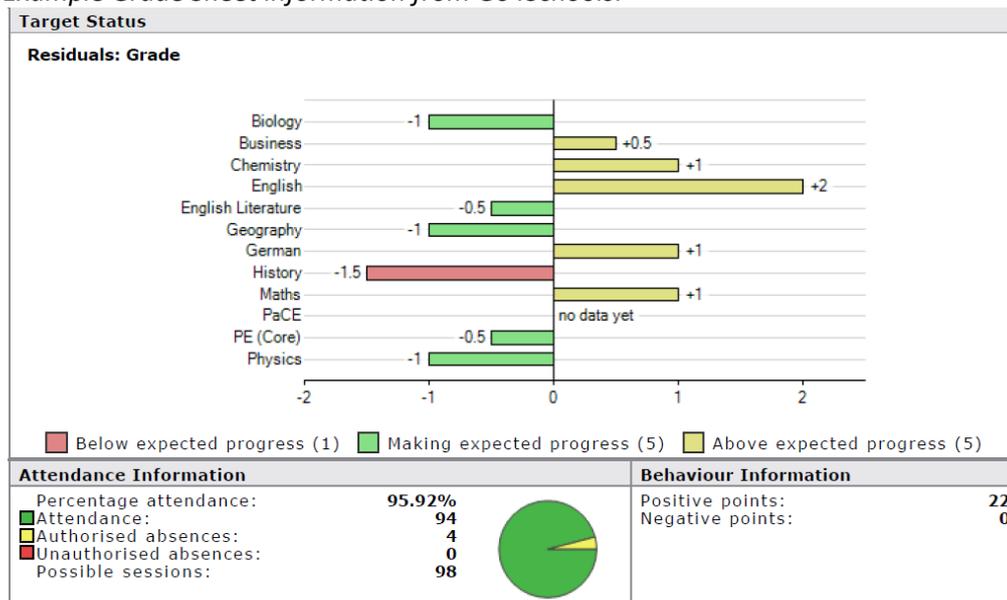
The curriculum has been designed to support learning through the linear flight path model. However, we recognise that students learn and progress at varying rates at different times and in different subjects. Consequently, student flight paths may be changed in year. If students are progressing more quickly and are making 'Above expected progress', their end of year target can be increased. Similarly if students are struggling to achieve and where this is becoming demotivating, targets can be lowered.

Reporting student progress

There are four reporting points across each academic year, split across four Phases, where we will formally update parents and students on academic progress. Each Phase is 9 school weeks in length. Common Assessment Task (CAT) results from each Phase are used to determine the current grade, which is recorded in our data management system, Go4Schools. In the majority of cases, only work from within a Phase contributes to the current grade; however in exceptional cases, assessment results are carried from one Phase into the next, if this gives the most accurate picture of student performance.

All Year groups receive one written Profile over the School year and a detailed Grade Sheet at the end of all other Phases.

Example Grade Sheet information from Go4Schools:



5. Homework

The Purpose of Homework

Extensive educational research¹ proves that the setting and completion of high quality homework links to increased outcomes for students in all years². The School firmly believes homework forms an essential part of a continuous learning process which develops fundamental skills of independence, prioritisation, time management and discipline. Therefore, like all other aspects of the School, we have high expectations with regard to the setting and completion of homework.

Principles of Homework

Homework must be **structured**, **purposeful**, **challenging**, **engaging** and **followed-up** to have maximal impact. Homework should *complement* classroom learning, not just *complete* it.

Responsibilities and Expectations

In order to maximise the impact of homework it is essential that all four major stakeholders (students, teachers, form tutors and parents) work collaboratively and adhere to their respective responsibilities:

Students will...

- Record homework tasks, type (CAT/AH/Prep), time guide (or other structure) and deadlines clearly in their planner
- Complete and submit homework within the deadline
- Build a homework routine to complete quality work (e.g. not rush it at break or lunchtime)
- Challenge themselves to complete homework to their highest standard
- Carefully review and improve homework before submission
- Use homework time to undertake organisation tasks (e.g. pack bag, Teams/email checking, planner management etc).
- Communicate homework difficulties to staff and/or parents sufficiently prior to deadlines so support can be offered

Teachers will...

- Set homework in line with the principles (above), timescales (below), and CAT/AH/Prep guidelines (overleaf)
- Give an appropriate time guide (or other clear structure) to each homework task
- Provide appropriate follow-up and/or feedback on homework
- Be mindful of wider student issues (e.g. workload, individual needs) and therefore differentiate the nature and deadlines of homework accordingly
- Ensure rewards are applied consistently for high quality homework and rigorous follow-up and/or sanctions are applied for substandard, late or missing homework
- Offer support to students who face homework difficulties, being aware that students may not always feel able to discuss homework issues

Form Tutors will...

- Monitor and support students with homework recording/organisation in their planner
- Sign the planner regularly and communicate with staff/parents accordingly any concerns with homework completion/organisation

Parents will...

- Support their child to complete homework, but do not do it for them; show an interest, discuss tasks and challenge them to complete to their highest standard
- Provide a constructive working environment (i.e. away from distractions) for their child
- Develop and reinforce a structured timeframe around the family routine and child's hobbies in which homework can be completed
- Monitor their child with homework recording/organisation in their planner and sign on a weekly basis
- Encourage their child to communicate homework difficulties with staff to develop confidence

¹ Research includes combination of research studies, DfES guidelines and practice from other schools

² Policy applies to Years 7-13. However, specific Year 12-13 expectations are set out in the Sixth Form Teaching and Learning Policy

Homework Rewards and Sanctions

Students who produce homework that exceeds or falls short of the expected standard will receive the appropriate rewards and sanctions:

a. Submission of prep or assessed homework significantly above the required standard:

- ✓ Verbal praise
- ✓ Go4Schools reward points
- ✓ *For regular high quality prep/AH additional rewards may be given, including parental contact, display of work, presentation in assemblies etc*

b. Non-submission of prep or assessed homework or submission below the required standard:

If homework is not submitted to the required standard (e.g. late, not at all, sub-standard), the student will face the relevant sanctions given below:

| Level | Offence | Consequences | Report Review |
|---|--|---|--|
| 1 | Failure to complete homework | <ul style="list-style-type: none"> • Verbal warning by teacher • Recorded on Go4Schools as Level 1 | No report |
| 2 | Repetition of Level 1 | <ul style="list-style-type: none"> • Teacher-initiated detention³ (c 15 mins) to discuss issues and explore strategies for improvement • Recorded on Go4Schools as Level 2 | No report |
| BEYOND THIS LEVEL PARENTAL CONTACT MUST BE MADE (e.g. E-MAIL, PHONE) & FORM TUTOR INFORMED | | | |
| 3 | Repetition of Level 2 | <ul style="list-style-type: none"> • Department detention (HoS initiated)⁴ (c 30 mins) • Head of Subject discussion with student to explore strategies for improvement. • Recorded on Go4Schools as Level 3 | No report |
| AT EVERY LEVEL BEYOND THIS POINT PARENTAL CONTACT MUST BE MADE & HoY/FORM TUTOR INFORMED | | | |
| 4 | Repetition of Level 3 <i>(Note – for every unsuccessful week on L4 report, a ‘failure to meet commitment’ G4S entry is recorded and ASD is given)</i> | <ul style="list-style-type: none"> • After-school detention (1 hour – supervised by SLT)⁵ • Homework Report: HoS Level: 4-week subject monitoring • Teachers record using central spreadsheet. • HoS monitors spreadsheet and meets student weekly to review progress. Weekly email sent home⁵ • HoS evaluates final level of improvement (see →)⁵ • Recorded on Go4Schools as Level 4 | Improvement: 1 Good (reset to level 0) 2 Some (remain on report for 2 weeks) 3 Insufficient (escalate to level 5) |
| 5 | No improvement on Level 4 <i>(Note – for every unsuccessful week on L5 report, a ‘failure to meet commitment’ G4S entry is recorded and ASD is given)</i> | <ul style="list-style-type: none"> • After-school detention (1 hour – supervised by SLT)⁵ • Homework Report: SLT Level: 4-week subject monitoring • Teachers record using central spreadsheet. • HoS/SLT monitors and sends weekly email home • HoS/SLT evaluates level of improvement (see →) after 4 weeks • Recorded on Go4Schools as Level 5 | Improvement: 1 Good (reset to level 0) 2 Some (remain on report for 2 weeks) 3 Insufficient (remain on report for 4 weeks or if more than one subject HM’s review) |
| 6 | No improvement on Level 5 in more than one subject | <ul style="list-style-type: none"> • Headmaster’s Review – meeting with HoS and parents • Recorded on Go4Schools | |

Notes:

- These levels are applied for every new piece of homework not submitted (for example, students will not receive Level 1 and then Level 2 for the same piece of work not submitted twice)
- Instead, students who fail to re-submit the same piece of work by the date requested (e.g. next lesson, following day at break, end of the week) will be given a separate G4S entry for **‘failure to meet commitment’**. Reference to the homework piece should be written in the ‘home notes’, as well as subsequent sanctions (e.g. dept detentions etc)
- These sanctions are to be applied by departments independently of one another. E.g. a student who reaches Level 2 with one department e.g. MFL, will not receive a Level 3 sanction for his first offence in History.
- Intervention at every level aims to work with the student to **develop positive homework routines** through constructive discussion with staff involved. Be persistent to help initiate change.
- Response levels will re-set at three points throughout the year (term 1, 3, 5) for students at Level 3 or below.
- Students who reach Level 4 in more than one subject will be referred to the HoY for broader homework intervention

3 Teacher detentions will run at a time most suitable to the department. This may be break or lunch times.

4 Departmental detentions will run at a time most suitable to the department. This may be lunchtimes or after school.

5 Specific email templates are available to use in the [All Staff Team > Teaching, Learning and Cover Channel](#).

Homework Timescales and Deadlines

The School operates a time allocation homework model, which weights homework quantity to the number of timetabled lessons to reflect the relative demands of each subject. For example, core subjects (English, Maths and Science) have more timetabled time and therefore more homework time assigned. The model ensures that the total amount of homework students receive increases throughout their academic journey to reflect the development of their independent study skills and prepare them for further education and work.

Each subject has a recommended homework completion time and departments/teachers will use discretion to set CAT/AH/Prep tasks (see overleaf). Examples of homework compositions are given below:

Years 7, 8 and 9 will receive and average of 15 mins homework per 50 min lesson.

For example, if a student has seven lessons of Maths per cycle, he will receive one hour and 45 minutes (7 x 15 mins) of homework within that time

Years 10 and 11 will receive and average of 20 mins homework per 50 min lesson.

For example, if a student has six lessons of Geography per cycle, he will receive two hours (6 x 20 mins) of homework within that time

Year 12 will receive and average of 45 mins homework per 50 min lesson.*

For example, if a student has eleven lessons of Design Technology per cycle, he/she will receive eight hours and fifteen minutes (11 x 45 mins) of homework within that time

Year 13 will receive and average of 60 mins homework per 50 min lesson.*

For example, if a student has ten lessons of Psychology per cycle, he/she will receive ten hours (10 x 60 mins) of homework within that time

** recognises that students have PS/free periods within which some homework tasks can be completed.*

This model does not follow a rigid timetable, instead it enables departments the flexibility to set structured, purposeful, challenging, and engaging homework (the primary principles). It ensures each student receives their total allocation per cycle, but not necessarily every lesson. This may create periods of high or low homework quantity for students which will challenge their skills of time management and prioritisation (to be supported by parents and staff where appropriate).

Note: Students in the sixth form will be set homework every lesson.

In order to maximise the impact of the School's homework model, teachers/departments must:

- Adhere to the time allocations to avoid students being set not enough/too much homework.
- Set realistic deadlines. The nature of a 'prep' task should be such that a short deadline is manageable and could be next day. AH and CATs homework are longer pieces of work and enough time must be given to enable students to complete this. A next day deadline for AH or CATs should be avoided.

The Nature of Homework

Homework is an integral part of Spalding Grammar School's assessment model, which contains three types of assessment: Common Assessment Tasks (CATs), Assessed Homework (AH), and Prep (preparation for the lesson ahead). It is essential that when homework is set, it is clear which type of assessment the work is and students record this in their planner.

An outline of each assessment type and suitable homework guidelines are given below:

| | Common Assessment Tasks (CATs) | Assessed Homework (AH) | Preparation (Prep) |
|--|--|--|---|
| Description and purpose | <p>Formal assessments set periodically, e.g. once or twice per half term, usually carried out in lesson time in controlled conditions.</p> <p>CATs homework usually entail preparation for a upcoming formal assessment in class or work on an element of a final CAT assessment (depending on subject).</p> | <p>The value of this work is to assess and give regular feedback on progress on smaller elements of a course than a CAT.</p> <p>The skills and content covered in AH will ultimately overtime be assessed through a CAT with achievement reported home at grading points</p> | <p>Time spent preparing for the next lesson. This will normally, but not necessarily involve lower level skills, for example the acquisition of knowledge through note taking tasks, meaning that time with teachers in class can be spent tackling more challenging higher level skills, e.g. analysis of meaning.</p> <p>Prep may also be consolidating content from previous lesson(s) which again allows following lessons to proceed at a more rapid pace.</p> |
| Assessment, marking and time allocation | <p>The results of CATs are used to produce progress grades that are reported home at intervals across the academic year.</p> <p>Marking is summative (a grade), but should also inform students of how to improve.</p> <p>This type of homework is usually allocated a significant amount of time, due to the formal nature of the assessment.</p> | <p>AH is assessed with grades recorded by the teacher, but not used to form reported grades. Importantly, feedback is also formative so that students are aware of what they need to do to make better progress.</p> <p>AH assessment can be via teacher marking, peer assessment or other suitable means.</p> <p>This type of homework will usually be allocated 30-60 minutes to complete.</p> | <p>This work is not usually assessed, but is checked to ensure it has been completed through activities at the start of a lesson. Where students have not completed prep to a good standard, they will struggle to make good progress and as such sanctions for non-completion will be used.</p> <p>For Years 7-11 Prep tasks should be short and structured, usually taking a short time, e.g. 15 minutes. They are set regularly to reinforce the importance of students taking responsibility for their learning. Sixth Form Prep might be expected to take a longer time to complete.</p> |
| Examples | <ul style="list-style-type: none"> • Revision for a test/exam through preparation of flash cards, memory games etc. • Presentation preparation • Essay planning • Speech/debate rehearsal | <ul style="list-style-type: none"> • Completion of exam style questions • Essay planning/writing • Worksheet completion • Poster creation • Sketch/diagram/design drawing | <ul style="list-style-type: none"> • Find out the meaning of a key term and define in your own words • Watch a film clip and record notes as a mind map • Write one side of an argument for a debate • Learn vocabulary for a mini-test • Produce a sequence of diagrams to explain steps for an experiment |

6. Marking and Feedback

Preamble

The aim of feedback is to promote student progress. Evidence suggests more marking does not lead to more progress and the principle aim at SGS is to promote **quality over quantity** of marking and feedback.

Marking refers to making a judgement as to students' current level of attainment against a set of criteria. This may be a test score or grade (e.g. 1-9). Most commonly, this will be given following a CAT or internal assessment and may be used with Assessed Homework

Feedback refers to the recognition of success and progression in students' work and includes advice to further secure improvement. Effective feedback must be "**meaningful, manageable and motivating**" (The Education Endowment Foundation, 2016) and allow for students to make progress.

At SGS we recognise the value of a variety of feedback methods. However, for the purpose of this policy, "feedback" refers to formal feedback given to extended/key tasks to which students respond.

1. Students' Responsibility in Presentation and Standards of Work

- All work must have an underlined date, title and heading, including whether it is Class Work, Prep, or Assessed Homework.
- All sheets must be stuck into exercise books neatly and in the appropriate place.
- All work must be checked by the student for accuracy of SPaG (Spelling, Punctuation and Grammar) before submission.
- Students must ensure they have completed the task set to the expected standard and fulfilled the objectives/criteria. Failure to do so will require students to complete the task before the teacher marks it or offers feedback.
- Students are expected to respond to or act on feedback in a purple pen and should take responsibility for acting on feedback in future pieces of work to ensure sustained progress.

2. Regularity and expectations of marking and feedback

- It is not required that every piece of work will be marked. No 'tick and flick' expected.
- It is the responsibility of each member of staff to reinforce high expectations of presentation (as outlined in section 1).
- Acknowledgement marking should only be done in lesson as a means to celebrate effort and motivate students to complete all tasks well- it should not be carried out outside of lessons.
- Peer and self-assessment are to be encouraged in addition to regular feedback from staff. It is recognised that students benefit from marking their own work and that of others increasing their understanding of assessment criteria.
- Feedback takes a variety of forms and can be either verbal or written. Both are beneficial to students and it is not required that teachers record where verbal feedback has been given.
- Staff will always provide clear expectations/objective/success criteria to students for any assessed piece of work, whether for teacher, self or peer assessment.
- Departments will apply the most appropriate feedback methods that best support the task, student or class (see appendices for departmental policies).
- Frequency of feedback is proportional to curriculum time and will therefore vary between subjects. As a guide, students will receive feedback on marked work at least once every 8-10 lessons.
- Departments can experiment with different ways of demonstrating what is going well and of making targets accessible to students (see sections 5 and 6). However, it is expected that students are aware of what they should be working on to improve. This needs to be clear and concise in language that is appropriate to the age and ability of the student and should lead to meaningful progression in that subject.

3. Codes

- All teaching staff have the responsibility to support students in the importance of their written communication. Therefore, all departments must use the codes below to identify common errors in students' work when giving feedback.

Sp Spelling mistake
P Punctuation mistake
Gr Grammatical error
// New paragraph needed
C Capital letter needed

- However, departments may use additional subject-specific codes (see appendices).
- Staff are responsible for highlighting errors. Students are responsible for making the corrections.
- If students show a high frequency of errors, staff should prioritise which is most important to address. Referrals should be made to the Communication for Learning (CfL) Lead where appropriate.

4. Policy for Feedback and RAFT (Reflecting and Acting on Feedback Time)

- There should be some allocation of RAFT (Reflecting and Acting on Feedback Time) whenever students are given feedback. Teachers are expected to plan for this when setting any key piece of work.
- It is anticipated that the length of time allocated to RAFT should be proportionate to the demand of the task. For example, RAFT to review a CAT is likely to take longer than RAFT to review a short homework task.
- Students have a responsibility to use this time to demonstrate that they have understood and can act on feedback.
- Students will make the most effective use of this time if it is planned, varied and requires high levels of student input. See section 6 for further ideas.
- Students will show their corrections or improved work by writing these in a purple pen.

5. Tips and ideas for helping students to access and act on feedback

The following are suggestions for supporting students with feedback. Staff are encouraged to experiment with different ways of giving feedback, which may include some of the following:

- Always recognise positives (e.g. 'What Went Well' – WWW) in marking and feedback (one of our principles of feedback is "motivating").
- Whenever possible, recognise improvements shown from previous pieces of work/feedback.
- Areas for improvement (e.g. 'Even Better If' – EBI) should be identified where appropriate.
- Differentiate with EBI feedback - less able students should focus on one clear target (in addition to literacy improvement) and will quickly become de-motivated by long lists of improvements whereas more able may be able to cope with more.
- Put your EBI in the form of a question. This will also encourage student independence and better use of RAFT time.
- Ensure that comments are specific to the objective or criteria set.
- Students can be supported in accessing their targets through use of highlighting; either on the whole piece of work, or for longer tasks, a particular section or question. "Think pink, go green" is one example which shows students where they have done well and where they can focus improvements.
- One time saving way of giving feedback is to mark a few exercise books, make a list of numbered bullet points to reflect the main areas for development. Students can then be given a number as their EBI. Display these on the board at the start of RAFT time so that students can begin by identifying and recording their main point(s) of feedback.
- Similar to this method is giving numbered bullet points on stickers and students/teachers identifying which apply to them.
- Where only one specific objective or skill is given as the focus for the task, give feedback only on this.
- With longer tasks or CATs which require a mark and feedback, read the whole answer to decide on level and grade but box only a section for deeper marking where you can comment more fully on areas of strength and development. As well as saving time it allows students to focus more on the feedback rather than trying to follow scattered margin notes.

- Cover sheets can be very useful for project based work whereby key points and criteria for self, peer and teacher feedback and student reflection on their next steps are included and completed at appropriate points in the development of the project.
- Support effective self and peer assessment through the use of checklists for students to look for and comment on.
- Support self and peer assessment through modelling the marking of a piece of work with the class first ('What A Good One Looks Like' – WAGOLL). Visualisers are useful for this purpose.

This is not an exhaustive list and we are keen to keep adding further tips.

If you have used or observed any other successful feedback methods, please contact the T&L Lead to have them included in this document – to help share positive practice.

6. Tips and ideas for use of RAFT

The following are suggestions for use of RAFT. Whilst keeping to the RAFT principles (section 4), staff are encouraged to experiment with different RAFT methods, which may include some of the following:

- Include time for correction of common literacy errors, identified by staff using the codes given in section 3.
- Allow time to link feedback to progress ladders, to help identify their current grade and how to move to the next grade.
- Allow time for recording in department tracker sheets of their current target for improvement.
- Set students specific short tasks in order to act on feedback - for example 'find and fix three factual errors in your answers'; 'write three accurate sentences including these three key words'; 'find two quotes that you could have used to support paragraph three'.
- Students can respond to EBI questions in RAFT time.
- Students can highlight what went well in their work and areas that could be improved upon using the feedback they have been given. They can then redraft parts that they have identified needs work or reflect upon strategies they could have used to make their work better.
- Circulate a model answer (WAGOLL) and pick out the good features as a class. Students then must compare with their own work and find 1-3 ways in which they can improve their own work with concrete examples from the model. In longer RAFT tasks, students can use this to re-write part of their answer.
- Display a list of common areas for improvement. Alongside each one, list a task that could be completed to improve. In an essay, for example some students could be working on a better introduction, while others are developing PEAL paragraphs and others are re-writing paragraph openings or endings.
- Project/NEA/coursework RAFT tasks may involve students making a plan of action and time frame in order to act on the points of feedback given.
- Use a visualiser or peer assessment to check that improvements have been made to avoid triple marking of work and to increase students' responsibility for improving their own work.

This is not an exhaustive list and we are keen to keep adding further tips.

If you have used or observed any other successful feedback methods, please contact the T&L Lead to have them included in this document – to help share positive practice.

Appendix: Subject-Specific Additions

Every subject is expected to follow the practices outlined in this policy. However, some of these subjects have additional marking and feedback practices. Please see below for details.

Business Studies/ Economics

In Business Studies/ Economics the “ebi” should always be in the form of a question posed to students. Students then reflect on this question during RAFT and complete it. This will build on AO3 analytical skills.

Example- Why is it important that business carries out Quality Assurance checks? What can the business hope to achieve?

Computing (KS3) / Computer Science (KS4)

- Students make use of Google Classroom in their learning and subsequent assessments are submitted using the platform. Feedback is given briefly in a digital format upon return of marked work.
- Feedback is tied to points on the Progress Ladder.
- While RAFT is a regular feature when feedback is given, this predominantly takes place as a whole lesson at the end of each unit of work and prior to the CAT in which all the key skills and knowledge acquired in the Unit of Work are self-assessed and reflected upon. This enables the students to identify their own areas of weakness and address them before sitting the CAT to support and increase progress and achievement.

English

- In English, where appropriate, students use different colours during self and peer assessment to highlight where they have addressed particular Assessment Objectives. This way, students can see easily if they have not addressed one of the AOs, or if they have focused too heavily on one to the exclusion of others.
- Students are sometimes asked to annotate work that they have redrafted in order to show their awareness of what they have changed and what effects they were hoping to create.
- Identification of SPAG errors will often focus on one particular type of error, e.g. missing apostrophes, their/there/they're etc.

History

In addition to the codes included above, the history department has three more in use:

- Kn: An indication that knowledge is inaccurate, irrelevant or missing.
- An: An indication that analysis is weak or missing.
- Link: An indication that the link between the student's answer and the question is not clear.

Maths

In addition to the codes included above, the Maths department has three more in use:

- RTQ: read the question (not answering the question as set / missing part of the question out)
- NGE: not good enough (usually an insufficient attempt at explanation or reasoning or incomplete proof)
- FT (also may be a hooked tick): marks awarded following on from an earlier wrong answer

PE

In core practical PE, students spend one lesson of RAFT every two-three activity blocks completing their personal reflection logs, in which they are expected to record and reflect upon the verbal feedback provided to them throughout those blocks. They are given an opportunity to reflect upon their progress for those activities and suggest improvements for the future.

7. Use of Office 365 to Support TLA



Microsoft Office 365 (O365) is an extremely powerful platform that supports high quality TLA at Spalding Grammar School.

To ensure consistency for all students and staff, the following policy points must be adhered to by teaching staff:

Teams



1. **Every individual class will have a Team** (*in some specialist cases, subjects have year-sized classes, but these must be negotiated with SLT link to ensure they are fit for purpose*)
2. **Every class Team will contain accessible learning resources** (e.g. worksheets, presentations, videos etc) *at least up to the current point of learning (future resources may be made available if desired)*
3. **Every class Team will enable student-staff communication** – Teams are the ‘go to’ platform for communication (to reduce email traffic). Therefore, students and staff must be able to post and reply to encourage learning dialogue. The ‘tagging’ function (pressing ‘@’) must be used to notify specific Team members. *Note - email may be used to contact students directly if the content is deemed more appropriate on a 1:1 basis (e.g. sensitive information not seen by others in the class)*
4. **Use of ‘Assignments’ is encouraged to support quality of assessment and RAFT** – this will apply to some departments more than others. However, Assignments must not replace the students’ use of the planner to record homework (to discourage teacher dependency).

Beyond this, there is no ceiling to the use of O365 apps to support TLA, and indeed a number of colleagues continue to develop engaging methods by which to use it in their practice. However, the use of O365 apps must adhere to both the policy points listed above, and this broader TLA policy.

OneNote



1. **OneNote might complement written notes, but not replace them** – it is essential students continue to hand-write notes for ease of access and to promote writing skills. There is no expectation for staff to use OneNote (*in some specialist cases, e.g. Computer Science, this may not be the case*)

Further support on using O365 can be found in the [SGS staff guide](#).

8. Sixth Form Teaching and Learning – AML to refine and update

Purpose of the policy

The purpose of the policy is to lay the foundations for lifelong learning through providing high quality, challenging and enjoyable teaching and learning experiences for students, who will be involved in, and aware of, the process of learning and take increasing responsibility for their own learning.

- To make explicit our beliefs about the characteristics of effective Sixth Form teaching and learning;
- To provide coherence of approach and consistency of expectation;
- To make explicit the entitlement of all students;
- To act as a baseline for monitoring and evaluating the teaching and learning that takes place;
- To provide a framework for teaching and learning within which there is flexibility and scope for creativity.
- To raise attainment by increasing levels of student motivation, participation and independence;
- To provide opportunities for learning beyond the classroom;
- To promote reflection on, and sharing of, good practice;
- To provide a focus for development.

Roles and Responsibilities

Governors

- To ensure the rigorous and effective implementation and monitoring of the policy.

Senior Leadership Team/ Director of Sixth Form

- To provide support, training and resources for departments and individuals.
- To monitor and evaluate the delivery and impact of the policy¹.
- To modify and update the policy in light of national developments and the changing needs of the school.

Heads of Subject

- To be responsible for the coordination of long, medium and short term planning of schemes of work, taking into consideration the aims and objectives of the policy.
- To monitor and evaluate consistent delivery of the policy¹.
- To provide appropriate support to team members through training materials or coaching, including leadership.

Teaching staff

- To implement this policy by ensuring a consistent delivery of high quality learning experiences which are differentiated for all learners to include challenge, access and stretch.
- To be responsible for the short term planning, in conjunction with department teams.

All staff

- To be aware of the principles of the policy and how they can contribute to it.

Students

- To co-operate and work collaboratively to be enthusiastic participants in all lessons.

¹This will be achieved through a range of evaluation tools including (but not exclusively): department reviews, learning walks, line-management meetings, lesson observations, work scrutiny, questionnaires, student interviews (individual or group), shadowing and analysis of quantitative data.

- To extend the learning experience outside the classroom by ensuring the completion of learning tasks set as homework.

Parents/ carers

- To support the policy of the school by providing support for students at home, allowing them to continue their learning at home.

Disseminating the Policy

The teaching and learning policy will disseminated to students, parents/ carers and staff via the following methods:

| Students | Parents/ carers | Staff |
|---|--|---|
| School website | School website | School website |
| Term 1 Induction Y12: 05 September 2017 Y13: 06 September 2017 | Y12/ 13 Year Ahead Evening Y12: 26 September 2017 Y13: 12 September 2017 | Staff handbook |
| Student Planner | Student Planner | Staff Induction 04 September 2017 |
| Y12/13 Year Ahead Evening Y12: 26 September 2017 Y13: 12 September 2017 | | |

Core principles

What contributes to high quality teaching and learning in the Sixth Form has been split into **five** key areas:

1. Learning Behaviour Expectations

- Expectations about learning behaviour should be the same as those for the Lower School.
- The basic expectations should all be high e.g. attendance, punctuality, engagement in lesson.
- Business-like environment: conduct expectations should also be high e.g. coats off in lessons, no phones out, hats off, correct equipment.

- Organisation of work – ‘book etiquette’ replaced with ‘folder etiquette’ including introductory lessons on how to organise work, followed by regular folder checks.
- Folders are checked at least ½ termly to be sure expectations are being followed.
- Pace of lesson needs to ensure no time is wasted, use of variety of timed activities.

2. Differentiation

- ‘Differentiation’ means taking into account the range of ability, skills and aptitudes in a given group. Given that all sixth form classes are mixed ability (GCSE Grade B to A*), the need for clear differentiation applies equally to sixth form lessons.
- Effective differentiation should ensure appropriate challenge for the top end and scaffolding for the bottom end and is based on class teachers making good use of student assessment information, for example prior attainment, aptitude, targets and current attainment, to inform their planning.
- Differentiation may take many forms or a combination of forms, such as by task, by question, by outcome, by grouping and/or by support. There is no preferred method of differentiation and it is left to the professional judgment of class teachers to decide how best to differentiate.
- If supported by another adult, class teachers should have an open dialogue with them before, during and after each lesson. Class teachers should share lesson plans and/or schemes of learning, discuss foci and assess student progress with them. All adults in a room must be aware of their role and are responsible for the progress made by students.
- All students should have access to work and activities that will challenge them and enable them to make progress each lesson and through independent learning. Class teachers should ensure that all activities enable students to develop their knowledge, understanding and skills and should be referenced within departmental schemes of learning.

3. Assessment for Learning

- Assessment for learning in Sixth Form lessons is crucial. Students need to be secure in what they have learnt in the lesson to be sure that they can use their time between lessons effectively.
- Context – students are clear about the course overview and assessment objectives and are also clear how each sequence of lessons fits with this, and how the current topic fits within the bigger picture of the subject.
- Assessment structure for the year should be clear to students and regularly referred to in lessons.
- Assessment expectations will have been trailed and skills or assessment questions practiced in lessons.
- Students have access to course specific points from the start of the course and able to check off what is being learnt against this.
- The purpose of each lesson is clear – learning objectives shared at the start of each lesson and reviewed at the end.
- Differentiated outcomes in place for lesson linked to tasks in lesson.
- Each activity has clear criteria for success and is checked in class – self, peer, teacher assessed.

- Modelling of correct approach/ answer should be evident for all tasks.
- Students made familiar with exam questions and mark schemes for each unit of work.
- Questioning is probing – students need to respond to a wide variety of questions that relate to key skills and concepts in their subject. Class teachers should not accept lazy answers. Students should be encouraged/ trained to ask questions which deepen their learning; they should be allowed to take risks.

4. Independent Learning

- Sixth Form teaching must equally focus on the expectations of students when they are not in lessons. Sixth Form students must be able to leave school secure in their independent learning habits.
- Lessons at the start of the year should include the teaching of any skills that are regularly required in lesson prep e.g. note taking. It is important not to assume that new Year 12 students have the right note taking skills when they start their A Level courses.
- As with the Lower School, each subject area will have clear expectations of how they want to students to present their work. This must be clearly articulated at the start of the course as this will certainly save time later on.
- Lesson prep should be set in every subject in every lesson.
- The expectation of the amount of time students should be spending on work outside a lesson should be clear. In keeping with the Whole School Homework Policy, lesson prep for Year 12 lessons should take, on average, 45 minutes to complete. Lesson prep for Year 13 lessons should take, on average, 60 minutes to complete.
- Ensure that lesson prep genuinely supports the progress of students in the next lesson by consolidating or extending learning from the previous lesson (or both). Alternatively, lesson prep could involve students gaining first exposure to new material outside of class, via reading or videos, freeing up class time to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates (pre-learning/ flipped-learning).
- Lesson prep must be set in a way that it can be actively checked in the next lesson (not just a 'read over your notes' task without follow up). Consistent sanctions are put in place if it has not been completed (see appendix A).
- Lesson prep should be checked at the start of the lesson. A starter activity that requires the lesson prep to have been completed is a good way to ensure students value the importance of the prep (e.g. they can't do the starter if they haven't done the prep).
- Lesson prep should be fully integrated into the SOW. Prep requires careful planning to be sure that it links one lesson to the next.
- Lesson prep should complement not just complete classroom learning. It should not be a finish off activity for all students as this does not stretch top end students (it should be an expectation of all students that they finish any work which was started in class – this will be extra for those needing more time to complete not instead of a separate task).
- All resources are made available to students throughout the course and in particular on FROG.

5. Extended Curriculum

- The class teacher should have a clear understanding of the range of wider enrichment opportunities/ super-curricular activities that are connected with their subject area so that they can inform students about opportunities in a timely fashion. They should also know about degree course requirements linked to their subject area.
- Departmental FROG pages should contain details of further reading, extension activities and super-curricular activities.
- Examples of further reading and super-curricular activities:
 - I. [‘Ideas for wider reading’](#) – provides a selection of reading lists and resources which have been gathered from Cambridge departmental and College websites, as well as the websites of other universities and online resources.
 - II. [‘Staircase 12’](#) - University College Oxford’s online hub of resources for students aiming high at school and thinking about applying to top universities.
 - III. [Future Learn](#) - Future Learn offers a diverse selection of courses from leading universities and cultural institutions from around the world.
 - IV. iTunes U - iTunes U is a dedicated section of Apple's iTunes Music Store that features educational audio and video files from universities, museums and public media organizations for free download to PCs and mobile devices.
 - V. [Khan Academy](#) - Offers over 2400 free videos from arithmetic to physics, and finance.
 - VI. [Zooniverse.org](#) - The Zooniverse is home to the Internet's largest, most popular and most successful citizen science projects.
 - VII. [Senior Physics Challenge \(Isaacphysics.org\)](#) - Isaac is a site designed to offer support and activities in physics problem solving to teachers and students transitioning from GCSE (Y11), through to Sixth Form (Y12 & 13), through to university, by combining an online study tool with face-to-face events at partner schools and institutions across the UK.
- Sixth Form enrichment trips should be promoted at the start of the school year and as opportunities arise throughout the year.
- Examples of good personal statements of students who went on to study their subject (or related subjects) at top universities made available to students in the class.
- Subject related community support should be promoted at the start of each year.

Appendix A – Sanction for failure to complete lesson prep

N.B. these sanctions are to be applied by departments independently of one another. For example, a student who reaches Level 2 with one department e.g. Law, will not receive an ASD (Level 3 sanction) for his first offence in Latin.

| Level | Offence | Consequences |
|--|---|--|
| 1 | Failure to complete prep work | <ul style="list-style-type: none"> Removal from lesson – ‘On Call’ protocol. Student sent to Sixth Form Study Centre to complete prep work. Recorded on SIMS. Student to complete missed work during non-contact period. |
| 2 | Repetition of Level 1 | <ul style="list-style-type: none"> As Level 1. Departmental detention. |
| BEYOND THIS LEVEL PARENTAL CONTACT MUST BE MADE | | |
| 3 | Repetition of Level 2 | <ul style="list-style-type: none"> As Level 2. Parental contact. After-school detention. |
| 4 | Repetition of Level 3 | <ul style="list-style-type: none"> As Level 3. Sixth Form Discredit Head of Subject Review Subject Support Plan |
| 5 | Persistent repetition of Level 4 | <ul style="list-style-type: none"> As Level 4. Director of Sixth Form Review |
| 6 | Persistent repetition of Level 5 | <ul style="list-style-type: none"> As Level 4. Headmaster’s Review |

9. Quality Assurance

Spalding Grammar School has a calendared quality assurance programme to support the school in achieving its aims for teaching and learning so that our curriculum and assessment develops all learners. The mechanisms by which this is done within the calendar include:

- Teacher appraisal and lesson observations
- ‘Open Classroom’ and other informal lesson visits
- Progress meetings within departments and houses to analyse data which will in turn inform planning
- Department quality assurance and self-evaluation led by heads of subject

- Progress link meetings between heads of subject and senior links to discuss data and department self-evaluation
- Whole-school formal learning walks and work-scrutiny exercises led by SLT
- Whole-school self-evaluation and SDP review carried out by the SLT
- Individual department reviews
- Student / parent / staff voice

One of the aims of our quality assurance programme is to highlight positive practice that can be shared amongst the teaching body, especially those who fall short of the expectations of this policy. Opportunities will be provided for staff to share this practice through training and meetings.

Further information can be found within the QA folder of the teacher drive as follows:

- QA overview
- QA calendar
- Guides for the above mechanisms



Section A: Strategy Overview (details of the strategy can be found overleaf in Section B)

| Isolation Level | Teaching System | Teaching and Learning Practices | Assessment Principles |
|---|--|---|---|
| 4 FULL all students isolated | Normal timetable followed - Live Teams lessons for all* | Creative and effective application of the TLA Policy via remote methods | - Formal assessments (e.g. CATs) completed remotely (integrity considered) or reassigned - Low-stakes assessment continues |
| 3 YEAR GROUP whole year group(s) isolated | Normal timetable followed - Year group(s) in school = as Level 1 - Year group(s) isolated = live Teams lessons | Creative and effective application of the TLA Policy whilst adhering to CV19 measures | - Year group(s) in school = as Level 1 - Year group(s) isolated = as level 4 |
| 2 LOCAL individuals/groups isolated | Normal timetable followed. 'Composite' lessons where possible, i.e: - Students in school = as Level 1 - Students isolated = live Teams lessons and/or work made available remotely via Teams** | Creative and effective application of the TLA Policy whilst adhering to CV19 measures | - Students in school = as Level 1 - Students isolated = as level 4 |
| 1 NONE with CV19 measures | Normal timetable followed - Classroom-based lessons for all | Creative and effective application of the TLA Policy whilst adhering to CV19 measures | Normal procedures with CV19 measures |
| 0 NONE no CV19 measures | Normal timetable followed - Classroom-based lessons for all | Normal procedures – effective application of the TLA Policy | Normal procedures – effective application of the TLA Policy |

*we expect [live Teams lessons](#) to be delivered in conjunction with the normal timetable to maximise quality of education. In extenuating circumstances where live Teams lessons cannot occur, the teacher must deploy an engaging range of remote learning methods **that are clearly shared with students via Teams****. These cases must be discussed with HoS/SLT Link. **Any student absent from a live Teams lessons must be 'tagged' (@) with details of work missed in the appropriate Team, preferably the same day as the lesson.**

All staff are expected to use **Microsoft Teams as the 'go to' platform for all classes to store and share resources to maximise learning both in and out of School

Student Expectations:

In the event of any level of isolation students and parents will be communicated with at the earliest opportunity to outline specific expectations. If facing isolation students are expected to log on to the School system **from the start until the end of the School day** to partake in live Teams lessons (Levels 3 and 4) or to receive details of work (Level 2). This helps maintain student routines (including breaks) and wellbeing. This practice could be extended to students absent for reasons other than isolation.

Section B: Strategy Details

This strategy has been devised to ensure the Government guidelines are met whilst strong consideration is given to our School context. This document should be read in conjunction with the [TLA Policy](#), which all staff should strive to uphold whilst adhering to any specific guidelines given. Finding effective and creative methods to maximise quality of education whilst maintaining safety will continue to be an SDP priority.

Classroom-Based Lessons (Levels 0-3)

Classroom-based lessons will take place for students who are able to come into School. This applies to all students at Levels 0 and 1, and most students at Levels 2 and 3. At Level 0, no additional measures must be adhered to, and the [TLA Policy](#) followed. At Levels 1-3, adhere to the following guidelines:

Teaching and learning practices

The underlying principle behind all teaching and learning practice is that **staff should strive to creatively and effectively apply the [TLA Policy](#), whilst maintaining their 2-metre distance from students and colleagues wherever possible.**

In extenuating circumstances where 2-metres cannot be upheld, minimise the time for which you are within 2-metres, and avoid face-to-face contact where possible. Furthermore, the following measures must be adhered to:

- All staff can operate across different classes and year group bubbles to facilitate the delivery of the school timetable. With the 'zone' system in place, staff are required to move from room to room, taking personal teaching equipment with them (they should not share teaching equipment with other colleagues)
- Stay at the front, back, or other spacious areas of the classroom to maintain distance
- Students within a year group bubble may be closer than 2-metres, but classroom arrangements should support distancing where possible (including seating students side-by-side and facing forwards). Paired/group work can be undertaken, but avoid students directly facing each other over a close distance
- To maximise behaviour for learning between lessons, the teacher leaving the current class should set the **clear and consistent expectation** that students must remain seated and prepare learning for the following lesson (the minimum expectation is for students to have resources out and review last lesson's content)
- Additional adults can enter rooms if necessary, but must uphold distancing where possible. This includes TAs, trainees, or arranged QA or CPD opportunities
- The AN department will release further guidance for specific SEND students, so teachers and TAs can plan to meet these needs
- For individual and frequently used equipment, such as pencils, pens etc, it is recommended that staff and students have their own items that are not shared. Classroom-based resources, such as books and teaching aids, can be used and shared within the year group bubble, and will be cleaned regularly
- Students will be asked to bring minimum essential items into School each day and there will be no use of lockers. Students are invited to bring in their own computer devices, to avoid unnecessary sharing of equipment
- Resources that are shared between classes or bubbles (e.g. PE, Art, DT, Music, Science, and Computer Science equipment) should be cleaned frequently and meticulously and always between bubbles (or rotated to allow them to be left unused and out of reach for a period of 48 hours between use by different

bubbles). Unnecessary sharing of equipment and books in all subjects should be avoided where possible and therefore, careful planning is required to minimise the usage of equipment between bubbles whilst maintaining high quality of education

Quality time in the School's training, meeting, and QA programmes will be dedicated to researching and sharing creative and effective practices.

Assessment principles

During classroom-based lessons (levels 0-3) staff are expected to follow the assessment principles in section 4 of the [TLA Policy](#). However, given the period of remote learning, deploy a careful balance between utilising high (CATs) and low stakes assessment to measure progress, versus helping students work through curriculum content (new and previous). There is flexibility for individual departments to determine the most appropriate course of action for their subject, within the following requirements:

- Years 11 and 13 will have an assessment week w/c 21 September. This is limited to one CAT per subject, up to a maximum of 45 minutes (i.e. one period). Students should receive formative feedback on this, as well as a summative grade that will be recorded on Go4schools. The outcomes of this assessment week will be used to inform next steps at student/teacher level, as well as being part of the data used to determine 'cause for concern' cohorts more broadly. It is at the discretion of departments as to whether additional CATs are appropriate in Phase 1.
- Other 'low stakes' assessment strategies should be used with Y11 and 13, as well as all other year groups, to add depth to our picture of student understanding and support improvement. These should include but are not limited to:
 - prep and follow up quizzes/test
 - assessed homework tasks
 - in-class verbal questioning
 - peer and self-assessment of tasks against clear success criteria
- CATs should be set and fed back on a **minimum of once and rarely more than twice** per nine-week phase for all year groups. As always, but particularly important given the context we will be working in, students must be supported in being able to access the assessment level of CATs, through the use of other 'low stakes' assessment and feedback techniques mentioned above in the lead up. Refer to the 'stepping stones' principle in the full TLA policy. Marking and feedback should be in line with the full policy.
- CATs should be increasingly synoptic as we move through the academic year with a move away from pure 'topic' tests. This forms part of the school development plan for 2020-21.

- The outcomes of CATs should be recorded on Go4schools as assessments are marked and given back to students, rather than data being held back for the end of a phase. The effective use of data should be timely and this principle forms part of the SDP for 2020-21.
- Due to restrictions on the sharing/passing of materials between people, exercise books should NOT be collected in by teachers for marking, unless this is absolutely necessary. In line with the full TLA policy, there continues to be no requirement for ‘tick and flick’ marking and peer/self-assessment strategies should be employed where possible and appropriate (as students within bubbles can handle work). Where assessment is to be reviewed by teachers, it is recommended this work should be submitted electronically via Teams assignments, Forms or other online methods. For hand-written in-class assessment that cannot be completed electronically (e.g. CATs), work should be completed on paper and collected in; 48 hours should pass before the papers are reviewed and similarly, a 48 hour gap should follow teacher marking, before work is returned to students.
- The importance of regular and effective RAFT should be reinstated in all subjects as a key principle to get students back on track

Remote Learning (Levels 1 - 4)

Remote learning will take place for students who are isolating (at Levels 1-4). In order to maximise the quality of education these students must engage in remote learning via live Teams lessons or other remote learning methods.

Teaching and learning practices

1. Live Teams lessons (Levels 3 and 4)

Live Teams lessons will take place when an entire class of students are absent due to isolation. These lessons must be delivered during their normal timetabled slot by their normal teacher.*

When delivering live Teams lessons, ensure you adhere to the following guidelines:

- **Time discipline:** lessons have been shortened to 45 minutes to allow ‘transition time’. Ensure lessons start promptly (at the normal timetable start time) and finish on time, thus utilising the full 45 minutes, and enabling students and staff a respite to refocus for the following lesson
- **Teacher presence:** teachers must be present in the lesson meeting for the entire duration. Even if independent work is being set, teachers must be online in the meeting to answer questions and offer feedback. This is essential for student progress and wellbeing

| Teachers | Students |
|--|--|
| <ul style="list-style-type: none"> • Only Microsoft Teams to be used • When looking to set up a one-off group session all parents must be informed via email in advance • When organising a regular session with a group of students, parents need to be informed of the times and dates for all of the sessions prior to the first meeting. • Joining instructions should be issued in advance to the whole class. (No individual invites) • A register of participants should be taken • Late arrivals & early departures should be recorded • There must be two or more students in a group session • All sessions must be recorded by the teacher • The teacher must be the first person to log out of the session | <ul style="list-style-type: none"> • Familiarise yourself with the use of Teams from the guidance provided on Stream. • You must be dressed appropriately • Participate from a communal area at home • Normal classroom behaviour is expected • Etiquette: Use the ‘raise hand’ and ‘chat’ function to ask questions. Teachers may use the mute function to reduce background noise. • Students may not record any aspect of the session as this is in breach of the Schools E-Safety and Acceptable Use Policy • Students disrupting the session will be disconnected and the behaviour will be followed up. |
| <p><i>20/11/20 update (to replace bullet-points 2, 3, 4 and 8): Any online Teams lesson can be set up without pre-notification of parents (correspondence sent to parents 20/11/20 to inform them of this). However, any 1:1 meeting/lesson <u>must</u> have parental permission and attendance. It is down to the Teacher’s as to whether the session should be recorded or not.</i></p> | |

- **Replicate normal lessons (as much as possible):** facilitate an engaging variety of activities for students, including reading time, writing time, discussion, Q&A, thinking time etc. The expectation is not for the teacher to 'lecture' for large periods of time
- **Attendance and behaviour:** check attendance of students at the start and throughout the lesson (to ensure they stay engaged). Behaviour expectations remain in line with normal lessons. Any students not adhering to these will be given clear warnings, which if ignored will result in removal from the lesson. Absence, positive and negative behaviour (including poor work submission) must be recorded on Go4Schools ([in line with AGB's guidance document](#))
- **Homework:** To allow for demands of remote learning, KS3 must be set no additional homework (other than to finish work not completed in the live lesson), KS4 can only be set short prep tasks (max 15 mins) where appropriate, and KS5 will be set independent study as normal (due to PS/Free periods). **It is expected that revision for CATs will take place as normal in students' normal 'homework time', as these occur infrequently and are of paramount importance.**
- **Further guidance:** can be found in the [TLA Stream channel](#) and further training time will be dedicated to this (e.g. the reinstatement of the TLA forum). Please also contribute and engage with the [TLA Team community](#), where ideas and issues can be shared and solved between colleagues.

Staff Absence/Cover for Live Lessons

In line with the normal [Cover Policy](#), if staff absence (e.g. illness, appointments) prevents the delivery of live Teams lessons, then you must follow this process:

| | | |
|--|---|---|
| 1. Notify DH and email @cover with work details before 7:30am | 2. Add both DC/JEO as owners to the respective class Teams (<i>this gives them access to resources</i>) | 3. Delete any pre-arranged lesson meetings (<i>as DC/JEO will need to set the meeting up themselves to become the 'organiser' and have full control</i>) |
|--|---|---|

Note – if a subject-specialist colleague is willing/able to cover, please follow steps 2 and 3 above for the covering colleague, and inform DC so cover credit can be awarded

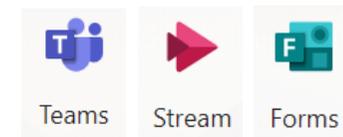
2. 'Composite' lessons (Level 2)

Composite lessons involve a mixture of teaching some students live in front of you (as per Level 1) and others remotely via Team (as per Levels 3 and 4). This should be strongly considered by teachers when a notable proportion of the class are absent, however, it is accepted that not all lesson contexts suit this style of teaching. If it cannot be achieved without the learning of students suffering, then [other remote learning methods](#) (see below) should be facilitated for isolating students.

3. Other remote learning methods (Levels 2 - 4)

Other remote learning methods (beyond live Teams lessons) will be deployed when individual students are absent due to isolation, or in extenuating circumstances where a live Teams lesson cannot take place.

At Levels 2-3, instructions and resources must be communicated with the student(s) involved prior to the lesson to allow the work to be undertaken during the normal timetabled slot, and content should fill the 50-minute period (or 140-minute double). Expected practice for this is to make work available via the class Team site. Resources that can be utilised to maximise quality of education include the Microsoft package (e.g. Stream, Assignments, Forms etc) or other engaging resources such as teacher video or narration of content. Training



materials of how to utilise such programmes can be found in the [TLA Stream channel](#).

Allocating isolated students with a subject 'buddy' from the class can be an effective way of ensuring they keep up to date with work. The practices mentioned above are expected to be extended to students absent for reasons other than CV19 isolation.

Assessment principles

All assessment principles for classroom-based lessons (levels 0-3) apply to remote learning, but for the following exceptions:

- For a prolonged closure of more than two weeks, departments will need to consider how meaningful summative assessment (if a high stakes assessment is a planned part of the curriculum at that time) can be conducted. This could include the use of Microsoft Forms or Teams Assignments, **as outlined below**.
- For a closure of two weeks or less, any planned CATs can be reassigned to later in the phase once school re-opens

We have continued to review our school approach to assessment since the start of term. Over this time, it has become increasingly apparent that the use of cameras in lessons, although desirable from a teaching and learning perspective, is difficult to achieve universally in practice. Despite the school only receiving a very small number of requests from parents for support with tech equipment, all of which have been offered help by school in some form, it seems that this does not translate into a high proportion of students using cameras in lessons. There is currently a culture of reluctance from the students to use them, which to change we all need to encourage camera use in lessons regularly, although we cannot insist.

Therefore, in terms of assessment I have adjusted my previous guidance to:

- Continue to set CATs in line with how you would if students were in school/CAT calendars.
- CATs should be completed in online lesson time, and we encourage students to use cameras for invigilation, but we cannot insist on this.
- CATs should be set via 'Assignments' on TEAMS with set start and end time - details below. Where possible, the use of Microsoft Forms through Teams assignments (select 'quiz' under type of assignment when creating the assessment) will support more efficient feedback and simplifies the process of completing CATs electronically for students.
- Students should submit CAT responses via TEAMS/Forms for marking and feedback
- Enter data on G4S as it is generated so that the student record is live and accurate.

Obviously, there are limitations to students completing CATs at home, but most of our students will not cheat. By using the time limits for assignments as set out below, we limit the amount of time students can access questions and papers; however, HoS may need to consider when different groups sit the same paper, if there is a concern about students sharing questions. The main message that we all need to affirm with students is that the assessment is for them and that we can't help them learn what we don't know they don't know - there's no point in cheating. This message will be reinforced through a central communication with parents.

Setting assignments for a future start time and close time:

1. Set up an assignment for the class in the usual way by uploading a copy of the CAT or linking to an assessment on Forms.

2. Under the 'date due' section, click edit.

New assignment [Discard] [Save] [Assign]

Title (required)
Enter title

Add category

Instructions
Enter instructions

Add resources

Points
No points

Add rubric

Assign to
10A/Gg1 (Geography) - 2021 [Copy] All students [Add]

Don't assign to students added to this class in the future. [Edit](#)

Date due
Tue, 5 Jan 2021 [Calendar] [Clock]

Time due
23:59 [Clock]

Assignment will be posted immediately with late hand-ins allowed. [Edit](#)

Edit assignment timeline [Close]

Schedule to assign in the future

Post date
Tue, 5 Jan 2021 [Calendar] [Post time]
Type or choose a time [Clock]

Due date
Tue, 5 Jan 2021 [Calendar] [Clock]
23:59 [Clock]

Close date
Tue, 5 Jan 2021 [Calendar] [Clock]
23:59 [Clock]

Assignment posts immediately and is due on Tuesday, 5 January at 23:59. Late hand-ins allowed.

[Cancel] [Done]

3. Set a post date and time and click the 'schedule to assign in the future' so that the assignment 'drops' at the start of the CAT lesson. Similarly, put a close date/time at the end of the lesson that students must have completed and uploaded their scripts by. After this time, they will not be able to submit work, meaning that they cannot have extra time beyond that allowed.

Data and reporting (for both classroom-based lessons and remote learning)

We will return to our normal data and reporting principles, as outlined in section 4 of the [TLA Policy](#). There will be greater emphasis (through SDP 2020-21 work) on the ongoing, live, reporting of data and timely use of it at teacher/department level to inform teaching and learning responses. 'Yellow weeks' have been removed from the calendar in line with this subtle shift in approach to remove the sense of a target to aim for, for a target's sake, and instead focus on ensuring data is used effectively at class level. Effort grades will be issued at the end of each phase.

Section C: Teacher Absence for Isolation

In the event of a teacher isolating due to a household member displaying CV19 symptoms and/or awaiting a test result (i.e. the absent teacher is well), measures should be taken to continue to maximise the quality of education for students. The expected method is for the isolating teacher to perform a Live Teams lesson from home.

Live Teams Lessons from Home

If intending to deliver a live Teams lesson from home, the Cover Manager should be notified in advance (at the point where you would usually communicate cover work). live Teams lessons from home should take place during the normal timetabled slot. The covering staff member will be in the designated classroom in School, and will connect to the absent teacher via a Teams call. This allows the normal teacher to have effective two-way dialogue with the class and teach specialist material. The covering member of staff will remain in the room for the entire lesson to help manage classroom behaviour, logistics, resources and tend to IT-based issues.

The delivery of a Teams lesson should replicate a normal lesson where possible; i.e. the expectation is not for the teacher to 'lecture' for 50 minutes; moreover use the lesson time to facilitate an engaging variety of activities for students, including reading, writing, discussion, Q&A, thinking time etc.

In extenuating circumstances where the absent teacher cannot perform a live Teams lesson, the usual high-quality cover should be set in line with the [Cover Policy](#).

Note: if the isolating member of staff is unwell, then there is not an expectation to deliver Live Teams Lessons (unless the staff member feels able to). If desired, the practice above may also be carried out for staff who are absent for reasons other than CV19, but able to teach (e.g. incapacitated, but not unwell)