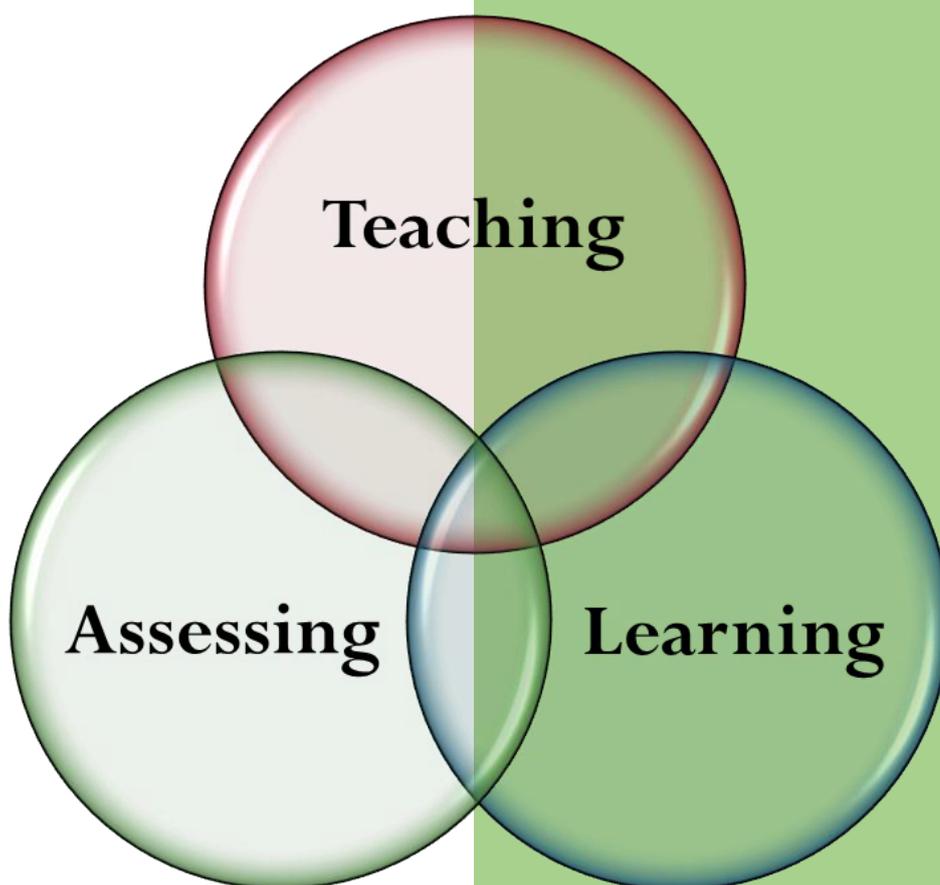


Teaching, Learning & Assessment Policy



TEACHING, LEARNING AND ASSESSMENT POLICY

Vision

School Aims

Lynch Hill Enterprise Academy (LHEA) aims to provide a **safe and supportive environment**, focused on **realising academic potential** and developing **happy, confident, well-rounded young people** who can go on to be **successful** in higher education, training and the working world.

School Mission

At LHEA our mission is:

- **Aspire:** To **be the best** you can be.
- **Achieve:** **High achievement** is the **shared responsibility** of all.
- **Succeed:** To **aim for success** in **academic, personal and future work life**, and for this aim to be a personal and collective endeavour.

Learner Aims

Through consistently effective teaching and learning, we aim to:

- Facilitate **effective learning**, through providing **high quality learning experiences**, within a context of **equality of opportunity**.
- Foster and develop **positive mental attitudes** to learning (curiosity, enthusiasm, motivation, acceptance of challenge).
- Equip children with the **skills** to become **independent learners**.
- Help children **develop** their **knowledge** and **conceptual understanding** at an appropriate **pace** and allowing for breadth and depth of learning.
- **Prepare** children fully for their **next stage** in **education** and / or **employment**.

Rationale

Sir Alan Steer's final recommendations on pupil behaviour (2009) proposed that **schools should have a written teaching and learning policy** which identifies their key teaching and learning aims, strategies and practices. Likewise, both the DFE and Ofsted support the idea of having a teaching and learning policy in place.

Ofsted

The Ofsted School Inspection Handbook 2014 states: 'The **most important role of teaching** is to **promote learning** and to **raise pupils' achievement**. It is also important in promoting their spiritual, moral, social and cultural development.'

Ofsted (September 2015) defines '**outstanding' teaching, learning and assessment** as follows:

- Teachers demonstrate deep **knowledge** and understanding of the subjects they teach. They use **questioning** highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common **misconceptions** and act to ensure they are **corrected**.
- Teachers **plan** lessons very effectively, making **maximum use** of lesson **time** and **coordinating lesson resources** well. They **manage pupils' behaviour** highly effectively with **clear rules** that are **consistently enforced**.

- Teachers provide **adequate time** for practice to embed the pupils' knowledge, understanding and skills securely. They **introduce subject content progressively** and constantly **demand more** of pupils. Teachers identify and **support** any pupil who is falling behind, and enable almost all to catch up.
- Teachers **check pupils' understanding systematically** and effectively in lessons, offering clearly directed and **timely support**.
- Teachers provide pupils with **incisive feedback**, in line with the school's assessment policy, about what pupils can do to **improve** their **knowledge, understanding and skills**. The pupils **use** this **feedback** effectively.
- Teachers **set challenging homework**, in line with the school's policy and as appropriate for the age and stage of pupils, that **consolidates learning, deepens understanding** and **prepares** pupils very well **for work to come**
- Teachers **embed reading, writing and communication** and, where appropriate, **mathematics** exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.
- Teachers are determined that **pupils achieve well**. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently **high expectations** of all pupils' attitudes to learning.
- Pupils **love** the **challenge** of learning and are **resilient** to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through **extra-curricular activities**.
- **Pupils** are eager to **know how** to **improve** their **learning**. They capitalise on opportunities to **use feedback**, written or oral, to **improve**.
- **Parents** are provided with clear and **timely information** on **how well** their child is **progressing** and how well their child is doing in relation to the standards expected. Parents are **given guidance** about how to support their child to **improve**.
- Teachers are quick to **challenge stereotypes** and the use of **derogatory language** in lessons and around the school. **Resources** and **teaching strategies** reflect and value the **diversity** of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Related Policies and Documents

This policy should be read in conjunction with LHEA's:

- Curriculum Plan
- Lesson Plan and Lesson Observation Form
- SIR Marking and Feedback Policy
- Homework Policy
- SEND Policy
- Behaviour for Learning Policy

Expectations: Teaching, Learning and Assessment

We have identified the main factors that contribute to effective lessons:

Before the lesson the teacher will have:

- ✓ Relevant **subject knowledge**
- ✓ **Data** about the needs of **key student groups** (e.g. SEND, G&T, EAL, PP, White British, etc.) and knowledge of all students' **target grades** and **prior attainment**
- ✓ Identified the **learning aims** and intended **learning outcomes** for the lesson
- ✓ Used the relevant Scheme of Learning and student data to **plan differentiated lesson resources** which cater for the needs of all learners (e.g. **support** and **challenge**)
- ✓ Expectations of **progress** within the lesson for each child
- ✓ Planned ongoing **AfL** (e.g. questioning, review of work, peer-/self-assessment, observations, etc.)
- ✓ A strategic **seating plan** which places students where they can best learn based on their learning challenges
- ✓ **Communicated** with the relevant **Teaching Assistant(s)** to discuss their **role** in the lesson, so barriers to learning can be removed
- ✓ Knowledge of where **support** can be gained (e.g. HOD, On Call, etc.)

At the start of the lesson, the teacher must:

- ✓ Arrive **on time** to the lesson, **meeting and greeting** students
- ✓ Ensure students **enter** the room in an **orderly manner**, placing their **equipment, books, planners**, etc. on their desks
- ✓ Signpost the learning journey by **sharing learning objectives** for the lesson and explaining where the lesson fits into the '**bigger picture**' (i.e. previous and future learning)
- ✓ Provide an engaging **starter activity**
- ✓ Complete the **register**
- ✓ Ensure students **complete 'Responses'** to SIR feedback (where relevant)

During the lesson, the teacher must:

- ✓ Give **clear information** and **explanations** to students
- ✓ **Share success criteria** (or involve students in the creation of success criteria)
- ✓ Provide engaging, **differentiated resources** and **strategies to progress learning**, taking account of students' ages, learning needs, preferred leaning styles and prior learning through possible alternative activities, strategies, **support** and **challenge**
- ✓ Develop students' **subject specific, literacy, numeracy** and **SMSC skills**
- ✓ **Motivate** and **inspire** students
- ✓ Have **high expectations** of students
- ✓ Use **questioning** to encourage **higher order thinking**
- ✓ Ensure **Teaching Assistant(s) support targeted individuals** to remove barriers to learning
- ✓ **Respond to individuals' needs** whilst having an awareness of the whole class
- ✓ Give **verbal feedback** to students
- ✓ Use **AfL** to **evaluate** the **learning** and **progress** being made as the lesson develops and deviate from planning where appropriate, ensuring **misconceptions** are **addressed**
- ✓ Ensure **expectations of work output, attitude and behaviour** and **clearly communicated** and **enforced** in accordance with LHEA's Behaviour for Learning Policy, **rewarding** and **sanctioning** students appropriately

During the lesson, students should:

- ✓ Wear the **correct uniform** and have the **right equipment** (e.g. stationary, planners, books, etc.)
- ✓ Show **positive attitudes to learning**
- ✓ **Listen attentively** to all explanations and **follow** the **teacher's instructions**
- ✓ **Participate** appropriately in activities
- ✓ **Work hard** to complete the tasks in the time allocated
- ✓ Try to be **independent** where possible by using the '**3 Bs before me**': **Brain, Book, Buddy... Boss**
- ✓ **Collaborate** with **other learners** if required (e.g. during pair / group activities)
- ✓ **Seek help** from peers or adults if required, **asking questions** to extend their knowledge and understanding
- ✓ **Behave positively**, in line with LHEA's Behaviour for Learning Policy, so learning can take place and progress can be made
- ✓ **Evaluate** their **own learning**

At the end of the lesson, the teacher should:

- ✓ Ensure there is an effective **plenary** to **review** the **learning** that took place, assessing whether students have **met** the intended **learning outcomes**
- ✓ Explain the **homework** set (if relevant)
- ✓ Ensure students follow a **routine** for **tidying** the learning environment and packing equipment / resources away
- ✓ Ensure students **leave** the lesson **on time**, so they are not late to their next lesson / break time

After the lesson:

- ✓ **Communicate** with the relevant **Teaching Assistant(s)**
- ✓ Follow up on **rewards / sanctions** issued during the lesson
- ✓ **Mark students' work**, providing **SIR feedback** in line with LHEA's SIR Marking and Feedback Policy
- ✓ **Evaluate** and **reflect** on the lesson, assessing students' learning; **adjust future planning** accordingly or build in additional opportunities to consolidate learning and / or tackle misconceptions

Top 10 Strategies

These 10 strategies should be part of all lessons at LHEA:

- 1. Share the 'Big Picture' first**
At the beginning of every lesson, the teacher gives an overview, sharing learning objectives: *'By the end of this lesson, we will have learned...'*
- 2. High expectations of teachers and students**
Teacher expectations shape students' performance and vice versa. Have high, positive expectations of each other always.
- 3. Personal contact is important**
Teachers should try to speak to every student, every lesson and call them by their first name.
- 4. Lessons should be 'high challenge, low stress'**
Teachers and students should make the classroom a safe haven for learning where people are not scared, stressed or put down.
- 5. Be positive**
Share success criteria and create opportunities for everyone to experience success. Praise students, making a higher ratio of positive comments compared to negative ones.
- 6. Describe the behaviour expected**
Be positive, not negative. For example, say *'Everyone look at me, please'* not *'Don't turn around'*. Reward and sanction students according to LHEA's Behaviour for Learning Policy.
- 7. Differentiate**
Reinforce information and set tasks in a range of ways. Support and challenge targeted individuals so all students can access the lesson / resources and have their learning needs met.
- 8. Use time well (Age + 1)**
Optimal time on a task is age plus one. For average 14 year olds, 15 minutes per task is appropriate plus a reflection activity for 2 to 3 minutes.
- 9. Feedback, feedback, feedback**
Encourage immediate feedback. Check for understanding regularly. Share understanding with each other.
- 10. Recap last**
At the end of the lesson, spend 2 to 3 minutes assessing students' learning with a plenary. Recap the learning that has taken place: *'What we have learned today is...'*

Monitoring and Evaluation

The quality of teaching, learning and assessment will be **regularly evaluated**, taking into account the following **evidence**:

Lesson Observations

Every **Teacher** should expect to be **observed** by their **Line Manager at least once** in each academic year with the relevant **Senior Leadership Team Line Manager**.

All observations will be considered against **LHEA's Criteria for the Quality of Teaching Over Time** (see Lesson Observation Form), which will be for the purpose of **professional development**.

Observations will last between **thirty to sixty minutes**.

Feedback will be given after each observation and **areas for development** should provide the **focus** for **subsequent observations**.

The **AHT** responsible for teaching, learning and assessment will **collate** this information to give a **whole school picture**.

Learning Walks

Heads of Department should be aware of **'typicality'** within lessons in their **subject area(s)**, and **Teachers** should spend some time **improving** their **practice** by observing colleagues on an informal basis. **Termly Learning Walks** will therefore take place to support this.

Heads of Department will **summarise feedback** from Learning Walks and the **AHT** responsible for teaching, learning and assessment will **collate** this information to give a **whole school picture**.

Learning Walk feedback postcards should be completed by 'Walkers' and handed to 'Walkees' within 24 hours, **identifying areas of good practice** and an **area to consider developing**.

Book Scrutiny

Each term, a **Book Scrutiny** will take place to analyse whether students have received **sufficient SIR feedback** from their Teachers, ensuring students have **acted upon this** to **improve** their **work**, in line with LHEA's SIR Marking and Feedback Policy.

Heads of Department will **summarise feedback** from each termly Book Scrutiny and the **AHT** responsible for teaching, learning and assessment will **collate** this information to give a **whole school picture**.

Good practice should be **shared** where possible.

If any **specific issues** arise, **Teachers** will **receive individual feedback**.

Pupil Progress Data

Pupil progress data will **triangulate Lesson Observation grading judgements**, linking students' outcomes to the quality of teaching, learning and assessment.

Pupil progress data for each class must be **analysed by Heads of Department after each data collection point** so that any necessary **interventions** can be put in place. **Improvements in individual classes' performance** can then be **monitored** and **evaluated**.

LHEA's **Governors** will be involved in **Performance Group Meetings** to **analyse** and **evaluate** students' **progress data** and the **interventions** offered.

Reviews

External Reviews will verify the **overall standard** of the quality of teaching, learning and assessment. Areas of **strength** and areas for **development** will be identified.