

TEACHING, LEARNING AND FEEDBACK POLICY

Learning lies at the heart of Park House School. It is our core business.

Park House School's long term strategic vision is to consistently deliver outstanding practice, resulting in outstanding progress and outcomes for students. We believe that by adopting a Growth Mindset all students and teachers can achieve their full potential.

Our aim is to ensure that student experiences are consistently good or outstanding and that this is reflected in the progress they make. This will be visible through active, engaging teaching and learning that is personalised to individual student needs.

This Policy will set out core principles of how we teach and establish the standards of best practice we believe are central to our strategic vision.

Teaching needs to:

- Deliver outstanding academic and personal outcomes for young people
- Match the needs of 21st century learners in a global economy
- Promote innovation and the sharing of best practice
- Provide excellent opportunities for the development of skills and leadership
- Optimise the integration of technology into all aspects of learning both at home and at school
- Embrace working with a range of partners to extend learning opportunities for students and the community
- Develop a safe, high quality and sustainable learning environment
- Support and encourage strong relationships with families to maximise the achievement of young people

Learning needs to:

- Be enjoyable, exciting and relevant
- Allow students to enjoy the journey of discovering new ideas, concepts and knowledge
- Develop higher-order thinking such as analytical and evaluative skills
- Enable learners to develop socially and emotionally to become secure, well-rounded individuals
- Prepare learners for the world of work and further or higher education, and support them to make well-reasoned choices about their future lives
- Provide learners with the skills and values to enable them to succeed and excel

Learners need to:

- Be motivated, interested and feel that they are making progress
- Become independent and creative in 'thinking and learning'
- Feel safe, valued and part of the school community
- Persevere, even when the work is challenging or difficult, and be rewarded for effort
- Have a positive attitude, and enjoy and take responsibility for their own learning
- Be aware of their personal learning targets, and understand how to achieve them
- Be imaginative, creative, innovative and enterprising and able to work independently and collaboratively
- Understand how they learn and how to move on to the next step of learning

Teachers and staff need to:

- Provide rich and varied contexts for learning, taking into account national strategies and best practice
- Experiment, innovate and model risk-taking in planning and learning
- Promote self-esteem, emotional well-being and help students to cope with change and adversity
- Encourage students to think for themselves and take charge of their learning
- Reinforce expectations for behaviour and attitudes to learning, and promote readiness for work
- Foster tolerance and celebration of diversity and contribute to the development of students' sense of identity
- Encourage students to appreciate aesthetic, scientific, technological and social achievement
- Develop their skills through an on-going programme of professional development and in-school support in an environment of encouragement of risk taking and no-blame culture

ROLE OF TEACHERS

Schemes of Work

Lessons should be planned following departmental schemes of work and be set within the context of national standards for that subject.

Teachers are encouraged to try new methodologies and to take calculated risks to promote student-led independent learning.

Lessons should be focussed, purposeful, stimulating and challenging to advance students' understanding and progress.

Key Documents

The following documents need to be readily available to key staff:

- Seating Plan
- Class photograph annotated to identify SEN, PP and G&T students
- Overview of the scheme of work and context for the lesson
- Progress data for individuals and groups in the class

Teachers should analyse this data to ensure that students identified as vulnerable or at particular risk are making appropriate progress and that all students are suitably stretched.

Meet and Greet

Students should be welcomed to create a purposeful climate of learning from the outset of each lesson. This includes maintaining and reinforcing high expectations for uniform, punctuality and respect for others.

Register

Registers should be taken promptly at the start of the lesson.

Starter Activities

Starter activities need to establish a positive climate for prompt and engaged learning and introduce the context of the lesson. These activities may include assessing prior knowledge through tests and quizzes based on knowledge organisers and homework revision tasks.

Learning Objectives -

Clear learning objectives need to be provided. These objectives should be linked to success criteria, GCSE grades and/or flight paths.

Differentiation

Differentiation needs to ensure all individual students and groups are challenged and supported in lessons.

Assessment for Learning

Assessment for learning needs to check progress and understanding by using effective hands-down questioning, mini-plenaries and quizzes and tests based on knowledge organisers.

Progress, Attainment and Target Grades

Students in Key Stage 3 should know and understand their:

- Current progress colour
- GCSE target band

Students in Key Stage 4 should know and understand their:

- Current grade
- End of year target grade
- GCSE target grade

All students should know and understand their targets and next steps in learning.

Progress should be assessed at the end of each lesson through hands-down questioning and plenary activities. This will inform future planning and homework tasks.

Homework

Homework should be based on revision and consolidation of progress using knowledge organisers or set tasks. These may include research activities or practising practical skills as appropriate to different curriculum subjects.

Immediate in-class quizzes or tests will check levels of understanding based on the homework task. Additional homework tasks may also be used to support preparation for formal assessments or exam practice as appropriate.

Feedback

Feedback lessons should be built into schemes of work in a purposeful and extended way.

Teachers will use a variety of strategies to provide immediate formative feedback in all lessons and allow time for students to respond individually in class.

Verbal feedback will be used to support progress and attainment and identify next steps in learning.

Checking student exercise books will ensure that high expectations for the presentation and completion of work are maintained. This should be completed once per term for subjects with less than 2 lessons per week and twice a term for subjects with 2 or more lessons per week

Assessments and Marking

Formal assessments and end-of-year exams should be set and marked in line with the assessment calendar and reporting to parents.

All formal assessments should be marked in line with the assessment objectives for the task and written feedback will be provided. This will support the tracking grade or progress colour for individual students.

Students will use green pen to respond to both feedback and marking, and record their progress on target sheets.

The school's agreed literacy codes should be used when marking student work.

Literacy and Mathematics Across the Curriculum

Lesson planning and delivery will ensure a clear focus on opportunities to support literacy and numeracy.

DEAR time will be used to support a whole school culture of reading.

SMSC

Lesson planning and delivery will fully exploit the opportunities for students to reflect on the significance of what they are learning in relation to spiritual, moral, social and cultural aspects of their learning.

Character and values will support the whole school approach to this aspect of learning.

ROLE OF MIDDLE LEADERS

Middle Leaders will ensure that:

- A growing bank of high quality formative assessment statement ladders are kept to for all topics being delivered as a reference point for the new levelling system.
- Each formally assessed unit of learning will have a clear student progress ladder
- Success criteria are modelled including differentiation by input.
- Formal assessments are robust, quality assured and moderated. The department will partner with another secondary school department to moderate assessments externally.
- Progress data is analysed to ensure that students and or groups of students identified as vulnerable or at particular risk are making appropriate progress and that all students are suitably stretched.
- Information gained from monitoring and data is analysed and fed back to Line Managers at Line Management meetings
- Books are sampled from all staff across the age range as per school monitoring calendar. This should include monitoring of both feedback and marking including use agreed literacy codes.
- Feedback and marking allows for triangulation regarding 'progress over time'.
- Lesson drop ins' are conducted as part of the monitoring calendar.
- Support and further monitoring for those staff highlighted by the monitoring process is arranged.

ROLE OF THE SENIOR LEADERSHIP TEAM (SLT)

SLT will:

- Collect evidence of monitoring outcomes from linked HoDs, discuss interventions and support training as required at Line Management Meetings.
- Conduct 'lesson drop-ins' as per school monitoring calendar.
- Analyse the data to ensure that groups of students identified as vulnerable or at particular risk are making appropriate progress and that all students are suitably stretched.
- Sample books and/or folders of targeted subjects and year groups as per the school monitoring calendar and also conduct "blind" work samples to ensure robustness.
- Provide support and further monitoring for those departments not meeting the required standard.
- Ensure that feedback remains a continuing priority for CPD across the whole school.
- Work with HoDs to use external validation of systems where appropriate.
- Use current research into assessment, both in school and externally, to ensure best practice is followed.

ROLE OF STUDENTS

A fundamental principle that underpins formative assessment is student involvement. If students are not involved in the assessment process, formative assessment is not practiced or implemented to its full effectiveness.

Students need to be involved as assessors of their own learning and as resources to other students.

Students should:

- Know and understand their GCSE target band or grade
- Understand their current attainment level and next steps
- Act upon the advice given to them via the teacher comments by making a response in green pens in their work, thereby engaging a positive and ongoing learning dialogue. Time will increasingly be given to this during lessons to provide whole class immediate feedback.
- Feedback constructively and honestly to staff when giving their 'perceptions of the work'.
- Submit work on time, adequately attending to interim draft and final deadlines without exception.
- Follow deadlines for large assignments to ensure adequate progress and maximize potential.
- Undertake homework as revision based on knowledge organisers in preparation for class quizzes.

ROLE OF PARENTS AND CARERS

Parents who take on a supportive role in their child's learning make a difference in improving achievement and behaviour.

To support children in making good progress in schools, parents should:

- Take an interest in the work their child is completing for school.
- Know and understand their child's GCSE target band or grade.
- Provide a quiet area where their child can work.
- Contact the school for assistance if they need help in providing a quiet place for their child to work.
- Ask to look at the front of their child's exercise books in order to look at a record of the key assignments.
- Ensure they read all interim reports and attend Parents Evening to discuss progress.

ROLE OF GOVERNORS

This policy plays an important part in ensuring improvements in student progress in all areas of the curriculum. A key role for governors will be analysing the impact of the school's policy and practice.

Governors should therefore:

- Analyse and question all Year Progress reports reported annually to the Student/Performance and Curriculum Committee.
- Analyse and question assessment and marking information given to them as part of performance management processes.

MONITORING AND EVALUATION

Performance management will be implemented as follows:

Term 1

Statutory performance management procedures will include the setting of performance management objectives. These will be recorded on Bluesky using Gold, Silver and Bronze targets.

A CPD objective and a management leadership objective will be set as appropriate.

Term 3

A review of performance management targets will be completed. This will include a mid-year review and one full hour observation of identified class undertaken during the academic year.

All records will be uploaded onto Bluesky.

Middle Leaders and subject specific requirements

Middle leader observations should be appropriately distributed across the terms and include:

- Two drop-ins per team member in Term 3 and Term 5 to be recorded on Bluesky
- One learning walk per term with SLT and Governor to be recorded on Bluesky
- Moderation and standardisation of assessments undertaken at Monday department meetings and with partner organisations
- Completed assessments stored centrally to evidence student progress as required

II Teaching Staff are:

- Entitled to tailored professional development
- Undertake a self-evaluation at the beginning and end of each year
- Become a member of a Triad Group to focus on priority areas including challenge, modelling, questioning, feedback, deliberate practice and explanation

MEASUREMENT, ASSESSMENT AND REPORTING

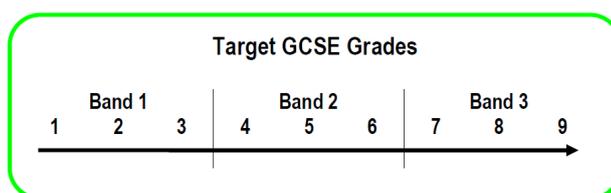
Introduction

The term 'assessment' refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. It includes all aspects of gathering evidence, recording, reviewing and reporting, which make up an inter-related sequence of events that are integral to the teaching and learning process.

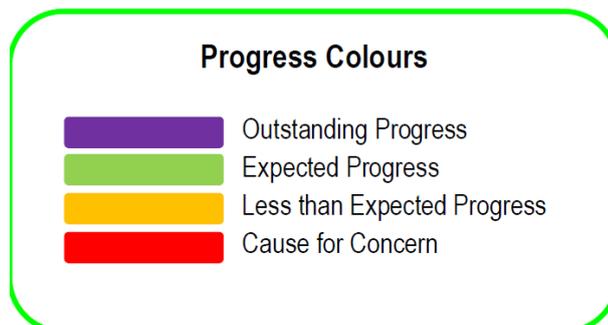
The school is committed to 'Assessment for Learning', a process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

How will progress be measured?

In Years 7 and 8 students are assigned to 'flight paths' based on their KS2 scores. In order to facilitate aspiration and challenge these flight paths are in GCSE Bands rather than a fixed grade as shown below:



Student progress will be measured against their flight path and reported using progress colours as shown below. Flight paths will reflect either linear or exponential progress as appropriate to different curriculum subjects.



Cognitive Ability Tests (CATS) and Reading and Spelling age data will also support the measurement of progress.

In Years 9-11 progress will be measured against targets derived from KS2 assessment data. This will determine target and aspirational GCSE grades for students and progress will be measured using fine grades. Student progress will be measured with reference to end of curriculum year and end of Key Stage 4 targets.

In Years 12 and 13 ALPS upper quartile targets will be used as the main indicator to measure progress from GCSE APS.

SIMS and internal data systems will provide data for analysis. Teachers, Middle and Senior Leaders will use this data to analyse student performance. This will include the use of Transition Matrices and RAG rating.

How will progress be reported?

Reports will be available via the Park House Portal as well as emailed to parents. A printed report will be sent to parents once a year as in accordance with government directive.

Parents will receive reports after each tracking period.

For all students joining Park House from 2017 onwards, reports will show progress towards GCSE target bands. The report will explain the progress colour providing a reason to indicate areas of concern. In order to ensure parents properly understand these reports, there will be an information evening to fully explain this 'Life After Levels' framework in the Autumn term of Year 7.

For all other students, reports will show current attainment and target grades based on the current GCSE framework of grades from 1-9. Students will be given grades from year 9 upwards and fine grades will be used for formative assessments.

The 'Life After Levels' framework will roll out across all years as Year 7 progress through the school.

Parents' evenings will provide an additional opportunity for students, parents and teachers to discuss student progress and reports.