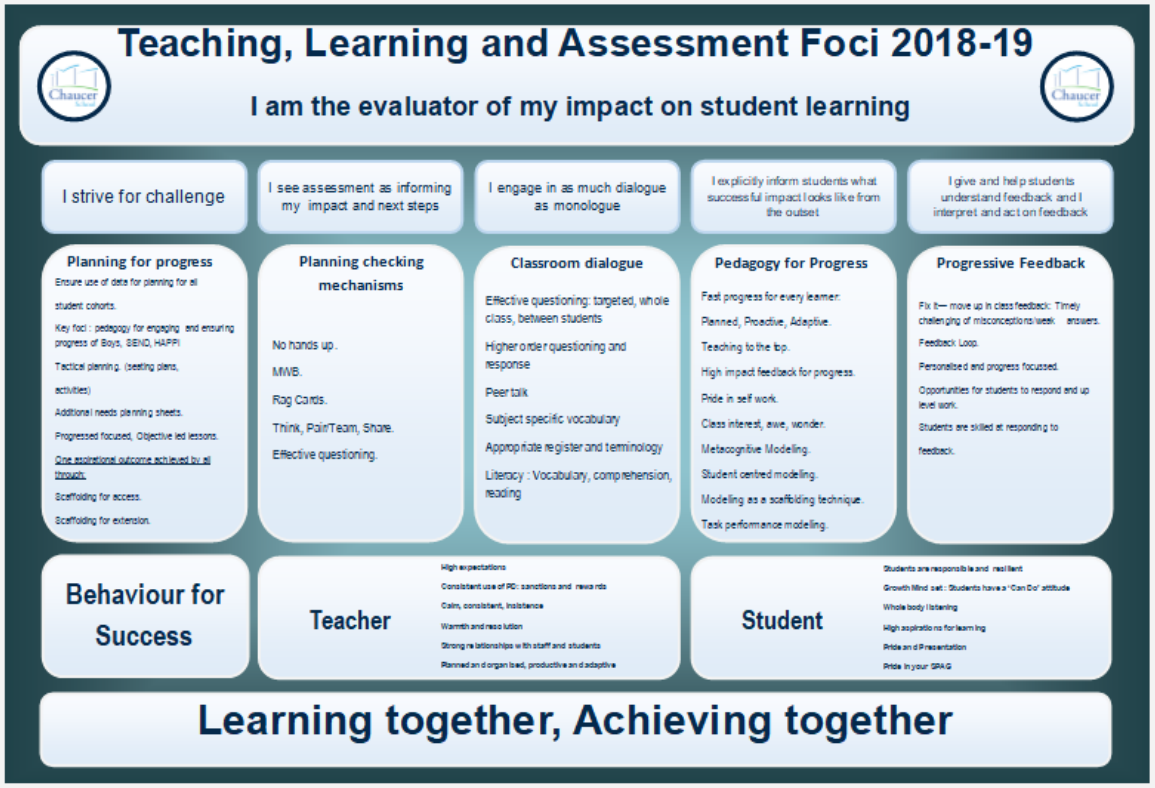
Chaucer School

A member of Tapton School Academy Trust

Teaching, Learning and Assessment Policy 2018 – 2019



Aims

Chaucer School seeks to create a positive learning environment where all members of the school community can learn together and achieve together. Consistently Good/Outstanding Teaching, Learning and assessment is key in creating this environment and represents the school's core business.

- Every teacher takes full responsibility for meeting the teacher standards and improving the quality of teaching that students experience.
- Every teacher effectively plans and delivers lessons using student data, the TEEP Cycle and the Teaching for Success series
- Every teacher effectively plans and delivers lessons focussing the following;
  - Fast progress for every learner: Planned, Proactive, Adaptive.
  - Teaching to the top
  - High impact feedback for progress
  - Pride in self and work
  - Class interest, awe, wonder

- Every teacher models the TEEP effective teacher behaviours and consistently applies the "Behaviour for Success" processes within lesson
- Every teacher recognises and rewards behaviour for success and the 6 Rs.
- Teachers support one another through on-going professional dialogue at every level.
- The quality of teaching results in higher student achievement and progress.

Teaching for Success Series

The original Visible Learning research concluded that one of the most important influence on student achievement is how teachers think about learning and their own role.
In Mindframes for Visible Learning. John Hattie and Klaus Zierer defines the ten behaviours or mindframes that teachers need to adopt in order to maximize student success. These include;

- Thinking of and evaluating your impact on students' learning;
- The importance of assessment and feedback for teachers;
- Working collaboratively and the sense of community;
- The notion that learning needs to be challenging;
- Engaging in dialogue and the correct balance between talking and listening;
- Conveying the success criteria to learners;
- Building positive relationships.

These powerful mindframes, which should underpin every action in schools, are founded on the principle that teachers are evaluators, change agents, learning experts, and seekers of feedback who are constantly engage with dialogue and challenge.

Teacher Effectiveness Enhancement Programme

"TEEP provides a holistic framework that goes far beyond a lesson planning tool. It influences every aspect of the school, including culture, ethos, behaviours, vision and values"

What is the Teacher Effectiveness Enhancement Programme (TEEP)?

- A framework for effective teaching and learning developed from research evidence
- An effective CPD programme
- A process not a product
- Delivered by outstanding teacher practitioners who have themselves been through all levels of TEEP training
- Generic- all subjects, all phases

Lesson Planning – Standard Operating Procedures

There is a teaching and learning Chaucer Standard derivative of the Ofsted framework for good. Chaucer has clear lesson planning procedures with supporting documentation (see learning plan and guidance document). These form a central part of induction process for new teachers, regardless of their status.

Teachers are expected to show evidence of planning in the following areas:

- Clear learning intentions – We are learning to…
- Teaching to the top and aspirational learning outcomes – What I'm looking for… (see Teaching to the Top policy)
- Modelling and scaffolding to ensure students are achieving aspirational outcomes. (see Modelling and Scaffolding policies)
- Planning using the TEEP cycle and its underpinning elements.
- A prepare for Learning task which is focussed, has students active on entry, reinforces systems and routines in the classroom and encourages independent learning.
- Planning for 3 levels of challenge.
- Planning for the needs of specific students with SEND and other vulnerable groups.
- Planning for Assessment for Learning, including questioning, peer and self-assessment, written and verbal feedback. (see Progressive Feedback policy)
- Planning for Actions for Progress opportunities where students respond fully to teacher feedback.
- Planning for independent learning.
- Planning for frequent review points during the learning, where effective progress checking takes place enabling both the students and the teacher to diagnose learning, to make next step intervention and further evaluation of learning.
- Planning for questioning. (see Effective Questioning policy)
- Planning for Literacy and Numeracy
- Planning for opportunities to focus on the 6Rs, SMSC and British Values
- Planning for home learning opportunities.

Schemes of Work

Subject schemes of work will include the following:

- Links to the previous scheme.
- A detailed list of learning intentions and outcomes.
- Clear assessment criteria for assessments.
- 3 levels of challenge.
- Modelling and scaffolding
- TEEP, Fast progress for every learner: Planned, Proactive, Adaptive, teaching to the top, high impact feedback for progress, Pride in self and work and Class interest, awe, wonder.
- Progressive feedback and opportunities for students to respond to actions for progress.
- RCWM opportunities.
- SMSC, 6Rs and British Values.

Progressive Feedback

The aim of feedback and time effective feedback is:

- To ensure that students are making progress in terms of knowledge and understand of subject content.
- To prepare students for summative assessment through the application of skills related to specific command words i.e. analysis and evaluation.
- to encourages students to take more responsibility and ownership for their learning

Teaching staff will use 3 forms of feedback:

Deep analysis with feedback: (**WWW with actions for progress)**

This is personalised feedback ensuring students know exactly what to do to improve to reach the next level. It will identify clear areas of strength (www) and exact comments on how to improve in order to make progress (actions for progress). Students will then be expected to respond to the action(s) for progress. This will occur either in class or as an independent learning task. All up-levelling of work will be completed by students in purple pen so it is easily identifiable for re-evaluation. Once completed up-levelled work should be assessed by the teacher and 'closed down'. Where appropriate work that has been deeply analysed should be graded or levelled when initially evaluated and also when the actions for progress have been completed.

In class *'fix it-move up'* feedback & feedback for literacy.

Green pen marking which takes place during the lesson to challenge misconceptions and facilitate rapid progress where possible and demonstrate to students where accurate book work has been completed/undertaken. In class assessment should be used to help in the planning of subsequent activities/lessons to ensure rapid progress is being made by students.

Verbal feedback:
This essential feedback offers learning conversations that encourage the student to reflect on the teacher's comments and encourages the students to discuss their areas of concern and aspirations. Teachers will use strategies in books to indicate when verbal feedback has occurred e.g. stickers/ stamps or the symbol VF: Verbal feedback given **and either the student or member of staff will date it**.
Our students will use 2 additional forms of feedback:

Self-assessment:
This form of marking ensures that students take responsibility for their learning and can recognise their strengths, weaknesses and common mistakes.

Peer assessment:
By evaluating the work of other learners students get an understanding of feedback and success criteria whilst being able to learn from their peers. It provides an opportunity for modelling and sharing work.

Feedback Essentials
Whether feedback is just there to be grasped or is provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

Progress orientated
Effective feedback requires that a person has a target, takes action to achieve the target, and receives target-related information and guidance about his or her actions.

Clear and with tangible impact.
Any useful feedback system involves not only a clear target, but also tangible results related to the target. This could be in the form of completion of levelled success criteria related to the target.

Actionable
Effective feedback is concrete, specific, and useful, it provides actionable guidance for the students. 'Excellent work' 'not correct' 'Level 5' are not examples of feedback. Student must be able to use the feedback provided to make progress towards the overall target. 'In order to achieve step 4 you must refer to historical sources in you explanation'.

User-Friendly
Feedback might seem perfectly understandable to the teacher however this may not make sense to the learner. Feedback has little or no value and therefore impact if the student cannot understand it; model what it is you want students to do. Students can feel overwhelmed by extensive feedback. Prioritise what it is you would like students to do and chunk it down.

Timely
In most cases, the sooner a student gets feedback, the better. Use of exam style questions as an apply to demonstrate task and exit tickets can alleviate the giving of marking and feedback on all preparatory work, where students are grappling with new concepts, techniques or skills. Feedback on this work can be in the form of verbal feedback and light touch, in class, feedback.

Ongoing
In order for students to progress with learning it is essential to have time built into schemes of learning whereby students action the feedback given. Attempts at up-levelling need to be revisited by the teacher and further feedback given or in the event of student being successful, celebrated and the feedback loop 'closed down'. If students are receiving the same feedback repeatedly but show no improvement, the student will obviously need further support.

Consistent
Teachers need to meet the high school expectations of feedback in order for it to be effective across the whole school. Only when this occurs can student transfer skills needed to up-level work and make progress.

Feedback for Literacy:

To support standards in literacy across the school written work will be corrected using the feedback Code with no more than 4 per page.
All students will have either high frequency words or subject specific terminology printed correctly in the margin and be expected to re-write the word underneath 3 times. Opportunities for students to correct literacy errors will be built into schemes of learning. This will support literacy standards across the school and show a consistent approach from all teachers.
The spelling of subject specific words, academic language and technical accuracy will be part of feedback for students giving an opportunity to practice and improve.

Have *'PRIDE'* in your *'SPAG'*!

P&P		PA/SA TA		Feedback code		PA/SA TA
Pen	Always write in blue or black pen.		**S**pelling	SP	Correct spelling mistakes by writing them out again three times.	
Ruler	Draw tables and underline all dates and titles with a ruler.		**P**unctuation	P	Check your work for accurate use of punctuation.	
Inaccuracies	Inaccuracies are crossed out with one straight line.		**A**mbitious vocabulary	AV	Use a more ambitious word in place of another to improve the quality of your written work.	
Date	Dates need to be written out in full.		**G**rammar	GR	Check the structure of your sentences ensuring they read appropriately.	
Ensure	Ensure all work is completed in your best handwriting.		**Date completed**			

To embed best practice:

- All teacher's feedback will be completed in green pen students' response to feedback will be completed in Purple pen.
- Pride in presentation will be consistently challenged by teachers in all departments.
- All teacher comments will be written legibly and follow the line of the book to ensure neat presentation
- Deep evaluation will be completed every 6 hours of learning. There will be clear evidence of where a learner has met the success criteria and advice for a student on areas for improvement and how to reach the next level.
- Students will be given an opportunity each half term to complete peer or self-assessment. Students will be taught how to use peer and self-assessment effectively in each department.
- The quality of student comments will be reviewed at teacher and department level and used to inform planning.
- It will be clearly displayed in books when verbal feedback has been given**.**
- Teachers will share success criteria and mark schemes to allow students to understand how to progress.
- The quality assurance process ensures that a book scrutiny is completed each half term.
- The department feedback policy is displayed in all books and in classrooms and shared with parents.
- The feedback policy is distributed to parents annually and it is available on the website.

All department policies can be found on curriculum section of the Chaucer website

Quality Assurance and Performance Management

Classroom observation, Work scrutiny, developmental dialogue and action are a necessary part of school life and can take several forms; formal, informal, focused, paired, peer drop ins or learning walks. Each member of staff will routinely have learning walks, book looks with no notice, to ensure that typicality is seen, feedback for development is most effective and personalised. Individual staff audit themselves against the teaching, learning and assessment priorities for this year which will feed into Subject area TLA improvement plans and PMR processes.

Teaching, Learning and Assessment Foci 2018 -19 **Name:** _____

I am the evaluator of my impact on student learning

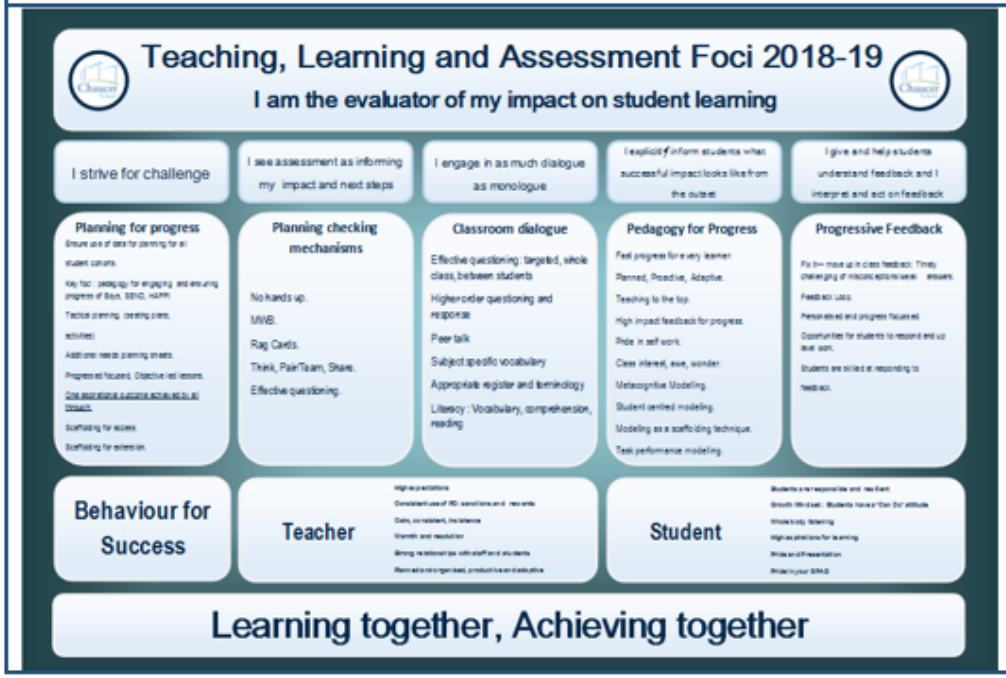
I strive for challenge **Planning for Progress**	***I see assessment as informing my impact and next steps*** **Progress Checking Mechanisms**	***I engage in as much dialogue as monologue*** **Classroom Dialogue**	***I explicitly inform students what successful impact looks like from the outset*** **Pedagogy for progress**	***I give and help students understand feedback and I Interpret and act on feedback*** **Progressive feedback**
Ensure use of data for planning for all student cohorts	MWBs	Effective questioning : targeted, whole class, between students	Fast progress for every learner	Fix it, move up in class feedback
Pedagogy for engaging and ensuring progress of boys, SEND, HAPPI	No hands up	High order questioning and response	Planned, proactive, Adaptive	Timely challenging of misconceptions/weak answers
Tactical planning (seating plans/activities)	RAG cards	Talk for writing	Teaching to the top	Feedback Loop
Additional needs planning sheets	Think, Pair/Team, share	Subject specific vocabulary	Class interest, awe, wonder	Personalised and progress focussed feedback
Progressed focussed, objective led lessons	A,B,C,D questioning	Appropriate register and terminology	Modelling: Metacognitive Student centred task performance modelling Modelling as a scaffold	Opportunities for students to respond to feedback and up level work
One aspirational outcome achieved by all through: Scaffolding for access Scaffolding for extension	Effective questioning	Literacy : Vocab, Comprehension and reading	Pride in self and work	Students are skilled at responding to feedback

Behaviour for success	**Teacher**	**Student**
	High expectations	Responsible and resilient
	Consistent use of PD : sanctions and reward	Growth Mindset : `Can do` attitudes
	Calm, consistent, insistence	Whole body listening
	Warmth and resolution	High aspirations for learning
	Strong relationships with students	Pride and Presentation
	Planned, organised, productive and adaptive	Pride in your SPAG

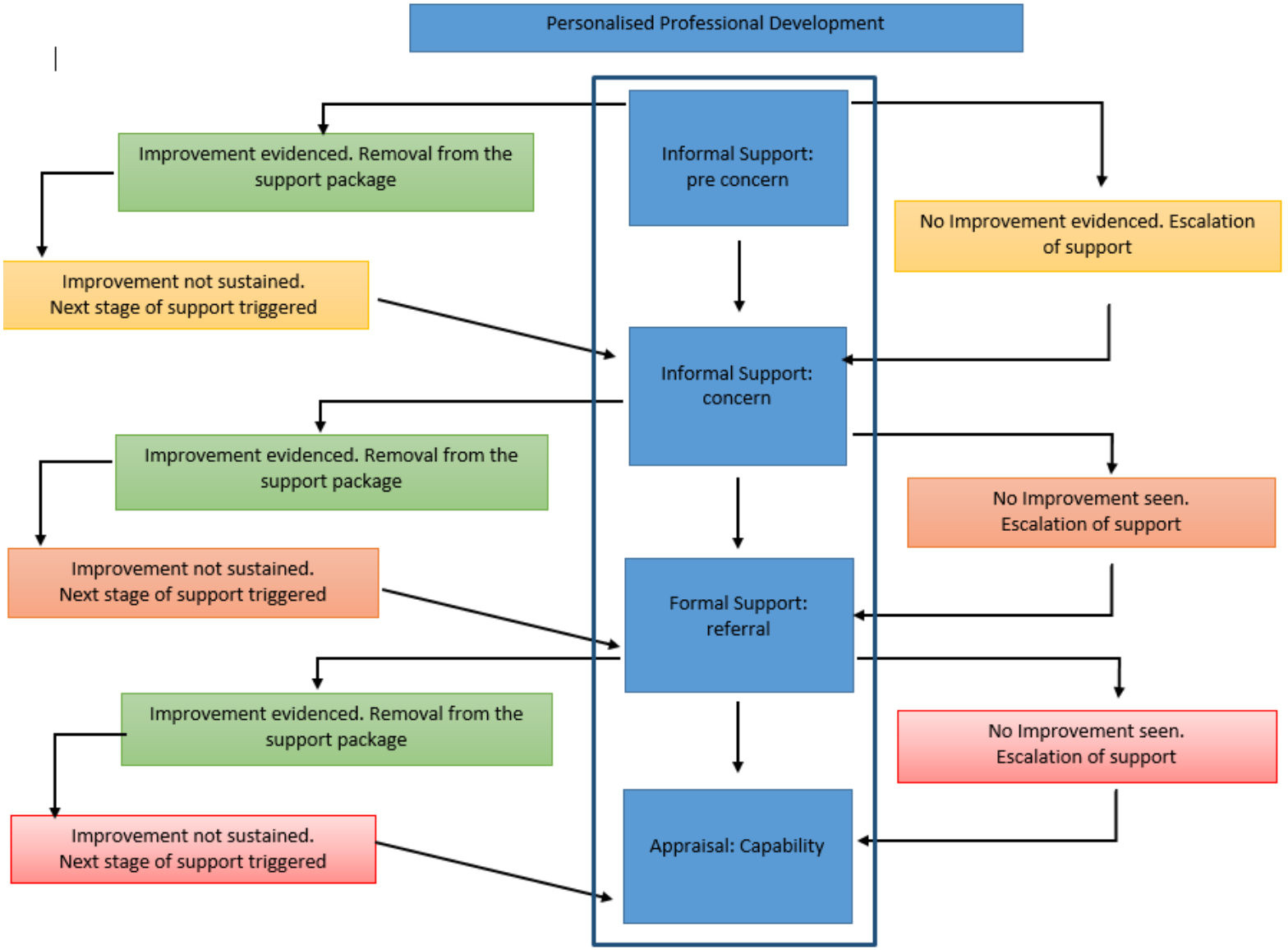
My teaching, Learning and assessment foci for 2018-2019 are:		
1.	2.	3.
CPD required	CPD required	CPD required

Teaching, Learning and Assessment Continuum

Development : Pedagogy for Progress and Behaviour for Success		Informal Support : AH – Line management		Formal Support : AH TLA	Appraisal : HT
Personalised Professional Development Teaching staff On going Monitored through frequent, rigorous and robust learning walks.		**Pre Concern** Teacher : Coach 2 weeks	**Concern** Teacher : SL 4 weeks	**Referral** Teacher : SLT Agreed Buddy Union Rep 4 weeks	**Capability** Teacher : SLT/SB Agreed Buddy Union Rep 4 Weeks



Trigger concern	Learning walks – pedagogy/book looks Behaviour data Blinks Progress Data TMV and Deep Dive
Monitoring	Learning walks – pedagogy/book looks Behaviour data Blinks Progress data
Support	Structured & personalised professional development activity Developmental feedback through LWs Developmental feedback through book looks CPD e.g. whole school, personalised CPD, lesson observations, joint learning walks, book looks, planning opportunities and delivery, IRIS.



If a member of staff has entered a pre concern support package twice within the academic year, there is an escalation of support to the next level of support from where the staff member left the process previously.

Staff must not go through this process more than twice in two academic years. If this is the case, this will trigger capability proceedings.

If a significant concern arises, staff can be taken straight to the capability phase of the process, linked to the appraisal process.

CHANGE CRITERIA

- The highest standards of teaching and learning across the school
- The quality of teaching learning and assessment within the school is regularly and accurately monitored and evaluated
- Quality feedback is given to all staff about the teaching, learning and assessment.
- Opportunities for teachers to reflect on their own practice and effectiveness are regularly created so they develop their own skills routinely. See `I am the evaluator of my own impact on student document)
- A culture of sharing professional expertise firmly established
- Good practice disseminated throughout the school
- Areas for development identified
- Individual and whole school training provided where appropriate
- Robust evidence for PMR and QA provided

TOOLS, TECHNIQUES AND TRAINING

We will:

- Arrange appropriate training for staff in all aspects of teacher performance.
- Secure a whole school agreement on Chaucer standard for teaching, learning and assessment.
- Ensure that all staff are seen teaching at least once a half term.
- Focus on positive elements of teaching whilst providing advice on areas for development.
- Recognise that Lesson Observation is an integral part of developing the teaching, learning and assessment at Chaucer school so that all lessons are good or better and is a professional dialogue between professionals.
- Ensure that good quality teaching is to be recognised and praised and good practice shared throughout the school.

EVIDENCES TO SHAPE PEDAGOLOGICAL DEVELOPMENT

Learning Walks

- Learning walks will take place continually throughout the year, undertaken by all stakeholders: Trust, LT, SLs, Governors, peers.
- Learning walks will be attributable (www/ebi/ns) and will feed into the evidences to enhance teacher performance.
- All staff are invited to undertake learning walks and feedback on WWW and EBI.
- Learning walks will occur routinely and feedback will be given promptly after each learning walk.
- Feedback will also be shared with the AH line manager of subject areas and with the subject lead.

Open Doors

- Open Doors is an opportunity to watch others at work in a non-attributable way.
- Open Doors will be scheduled once every half term and will have a focus.
- All staff will complete a `drop in` at least 3 times a year.
- Drop In should last no less than 10 minutes
- Feedback must be completed stating WWW and what strategy that will be trialled by the observer.

CONDUCT OF THE EVALUATOR AND GIVING FEEDBACK

Verbal Feedback:

- Verbal feedback should be given within 2 days
- When giving the feedback the observer should relate WWWS, EBIs and NS and identify next step strategies.
- The teacher must be given clear feedback about the aspects for his / her development and an outline of what he or she needs to do to improve (i.e. strategies).
- Verbal feedback should be a discussion between two professionals.

Written Feedback:

- When writing the feedback, the observer should write up the key points of the lesson observation using `cause and effect` and focus on 'strengths' and 'areas for development'.
- Verbal and written feedback should not vary.
- Teachers are encouraged to evaluate their own impact on student learning prior to the feedback so that effective developmental dialogue can take place, learning to personalised actions for progress.
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Sharing Good Practice

The Teaching, Learning and Assessment Leader will keep a central register of observation judgements and use this to:

- identify good practice.
- identify areas for development for whole-school and subject areas.
- report on the quality of teaching and learning to governors.
- Inform the school CPD calendar.

CPD opportunities will be personalised and targeted and come in the following forms:

- TEEP PEEPs
- Subject Leader Forums
- Subject Leader briefings
- CODs / Pods
- Open Doors
- IRIS reflections
- Learning walks
- New staff induction CPD
- LP support
- TLC support
- SL support

Leadership Responsibilities

Securing Teaching, Learning and assessment represents the core purpose for leadership at Chaucer at every level.

Leadership at all levels have a responsibility to ensure:

- That the Chaucer standard for teaching and learning, derivative from the Ofsted framework for good, is understood and adhered to.
- All teaching staff meet the teacher standards.
- All aspects of The TLA foci (TEEP, TLA foci and Visible Mindframes) are embedded in all lessons.
- Teaching, learning and assessment is the core focus of school CPD including the sharing good practice.
- All staff are equipped to monitor student progress and plan for improvement of teaching and learning in their subject area.
- All staff are equipped to produce high quality formative, summative and external reports on student progress
- Support is provided for teachers and subjects where teaching, learning and assessment requires improvement.
- Through the QA process, reports on the quality of teaching, learning and progress are regularly provided to the Headteacher and governors, by AH for TLA and SLs.
- The QA and teacher development process is robust, consistent and developmental.

QA Process

The QA process is rigorous and robust and ongoing throughout the school year and focusses on T&L, Progress and work scrutiny.

Work Scrutiny

A Chaucer standard for work scrutiny has been established and shared with all staff. Staff understand that progressive feedback with personalised actions for progress and opportunities in lessons for students to up level work are essential to drive student progress. Each subject area has its own QA processes which the improvement of TLA within their subject area. WWW/EBIs/NS are attributed to individual staff. This is monitored by AH TLA and AH LM of subjects. Whole-school work scrutiny are calendared throughout the academic year. All staff are invited to attend; some staff are targeted to attend. Whole school feedback is given via SL and gives WWW/EBIs/NS for subject areas.
Any member of staff or subject area who receives an inadequate or requires improvement judgement will trigger additional support. See support packages.

Formal QA Process

There is additional formal QA process are targeted at main priorities areas. Cross Trust Learner experiences, Core improvement groups and termly quality of education reviews occur on a half termly basis.

The QA focuses on the following areas:

- Observation evidence
- Student voice evidence
- Learning walk evidence
- Work Scrutiny Evidence
- Behaviour evidence
- Assessment and Data analysis
- Curriculum evidence.

A report is written which includes agreed overall judgements, actions and responsibilities. A formal feedback session occurs where feedback is shared with HT, Governors, SLT and SL.

Governance

The Teaching Learning and Assessment sub-committee receive a termly report covering the following areas:

- Observations and Performance Management
- Quality Assurance
- Staff, Student and Parent voice.
- Subject Specific attainment data relating to targets, improvement over time and overall performance.
- Training

The report includes details of the current percentages of Good+ lessons and action to address individual areas of improvement.

Dissemination of Policy

New staff will be introduced to the contents of this policy as part of the induction process.
The policy will be available on the staff pack and on the school website.

Monitoring and Review of the Policy

Monitoring the success of the policy will be through analysis of:

- Student achievement and progress data.
- Trends in the improvement of teaching quality.
- Subject TLA reports
- Learner experience reports
- Quality of education review reports
- External assessments.

The policy will be reviewed every year, or in the light of changing government policy. The review will be led by the Teaching and Learning Leader.