

Oriel High School : Teaching, Learning, Assessment and Feedback Policy

Date Amended: October 2018

Date of Ratification: October 2018

Next Review Date: November 2021

We believe that Teaching, Learning, Assessment and Feedback are all integral parts of the Plan, Do, Review cycle of learning. The absence of any one of these key factors will limit the progress that is made by students. This policy aims to encapsulate our approach to all four aspects of pedagogy that support student progress. Our expectation is that there will be a constant effort to improve the efficacy of this process and subsequently student outcomes.



Teaching

We are aiming to provide students at Oriel High School with Quality First Teaching. We use [Rosenshine's Principles of Instruction](#) as the evidence base for our practice.

To achieve this aim teachers should:

- Use their high quality instructional capability to share their deep knowledge and understanding of the subjects they teach.
- Make reference to previous knowledge, linking new learning with previous.
- Effectively plan lessons, using information gained from assessment, feedback and evaluations to ensure that maximum use of lesson time is made and lesson resources are coordinated well to accelerate the progress of students from all starting points and support those that fall behind.

- Ensure teaching takes place in a safe, inclusive, low risk, high challenge setting where mutual respect creates a positive environment for learning and behaviour is effectively managed with clear rules that are consistently reinforced.
- Introduce subject content progressively; constantly demanding more of all pupils, regardless of starting point, stage or demographic background.
- Model the knowledge, skills and understanding that they expect students to achieve.
- Support students from all starting points to develop the skills they need to make progress and to be an effective participant in the economic world of the future.
- Use highly varied and effective questioning to establish and extend levels of student understanding.
- Use a range of techniques to allow students to demonstrate their understanding of their thought processes about the subject content.
- Check student's understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Explicitly model subject specific language and written forms.
- Identify students common misconceptions and act to ensure they are corrected
- Work hard to embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum.
- Base teaching upon an evaluation of previous lessons to ensure that students are starting from appropriate points and that any gaps in understanding are addressed.

Learning

Learning is the development, retention and application of new knowledge, skills or attributes.

To facilitate learning teachers should ***challenge students*** to:

- Have the highest expectations of their own learning potential, irrespective of starting point or demographic background.
- Strive to meet challenging learning goals that require resilience and perseverance to achieve. Recognise that sometimes failing at a task, but understanding why, is an important part of the learning process.
- Master the core subject facts or threshold concepts upon which academic success can be built.
- Undertake adequate practise with the aim of embedding knowledge, skills and understanding in students' long-term memories.
- Make use of effective practice methods to support the retention and retrieval of knowledge, skills and understanding in or from the long-term memory.
- Produce the highest possible standards of presentation and apply maximum effort when producing work.
- Recognise that trying hard and positive effort are key attributes when learning.
- Complete regular, relevant, challenging homework that extends learning outside the school day.
- Contribute to extra-curricular learning opportunities to extend their learning further.

Assessment

Assessment is used to define a student's current attainment relating to a clearly defined set of criteria. It helps to answer the question, "**What do we know about the student's learning?**"

The purpose of assessment is to inform future teaching and learning by clarifying starting points and current attainment as well as relevant strengths and weaknesses.

Assessment will be used in both a summative and formative way.

All subjects are required to have in place accurate Personalised Learning Checklists on Go4Schools for all year groups. These checklists capture the curricular intent that students are assessed against.

Students will be assessed summarily using our Red / Amber / Green assessment procedures. These ratings capture how securely a student is performing against curricular intent descriptors.

The results of summative assessments should be reported either as a percentage.

Subjects should have in place a method for ensuring consistency of assessment judgements between different teachers across different groups within the same year and different year groups.

It is the responsibility of the subject leader to ensure that appropriate assessment schemes, assessments and moderation processes are in place and are regularly reviewed for efficacy.

Key attributes for all assessments:

- Planned so that teachers and students know when they are going to take place.
- Clearly defined in terms of what the assessment is measuring and related to the curriculum area that has been studied.
- Accessible to all students, with adaptations to ensure accessibility made where appropriate.
- A range of assessment methods and evidence should be made use of across the curriculum.
- All assessments should include a clear explanation of relevant tiers of success criteria that can be interpreted by students. A teacher should be able to communicate the differences between success criteria at different outcome points.
- A range of possible outcomes should be able to be achieved, without ceiling or floor effects.
- Reliable, in terms of the repeated administration of an assessment should produce consistent, replicable results.
- All assessments should be free from bias.

Summative assessment:

- Should take place after a formal assessment has been completed.
- Be reported using a percentage and recorded on Go4Schools.
- Should take place at least termly to inform future teaching and learning.

Individual teachers and subject leaders should undertake regular reviews of assessment outcomes. Any students who are falling behind should be provided with appropriate support to help them make the learning gains needed to catch up.

Formative assessment:

- Is to be used to inform students about the key improvements they can make to achieve their learning potential.
- Should be administered before the final submission of a final assessment.
- Should follow the protocol: **Draft>Feedback>Redraft>Submission**. There are various methods of providing feedback (see **Feedback** section of policy)
- As a part of the formative assessment process teachers should provide adequate **DIRT** time (*Directed Improvement and Reflective Time*) Students should undertake improvements in response to feedback using a green pen to allow easy identification of work that has been improved as a result of feedback. Students may be offered more than one opportunity to improve their work in response to feedback if the teacher deems it to be appropriate.

Information derived from assessment should be recorded in Go4Schools. The minimum expectation is that summative attainment information is recorded at least three times per year. Please see the Feedback section for further detail about the sharing of formative assessment information.

Parents and students will be able to access formative and summative assessment information about their student via Go4Schools.

Feedback

Feedback is the provision of information that is designed to support students to make further improvement. Student response to feedback is vital to the process of learning. Teachers are free to provide feedback using any means that they deem to be impactful and results in evidentially improved learning.

Feedback should be provided to students regularly. Every student should receive formal formative (improvement focussed) feedback at least once per half term. Feedback should be about what a student can do to improve their knowledge, skills and understanding. Teachers are free to give feedback (*by any means*) more regularly and should aim to provide frequent formative verbal feedback during lessons as the need arises. Early intervention should be used where possible to avoid students falling behind.

Feedback can be provided in the following ways. Please note this list is not exhaustive and that improvement to this part of our work is consistently on-going and under review.

- Completed PLC (*Personalised Learning Checklist*) documents on GO4Schools.
- Written comments on work including reference to presentation and quality of work if relevant.
- RAG (Red, Amber, Green) marking to highlight strengths / development opportunities / inaccuracies
- Formative feedback via GO4Schools visible to students and parents.
- The provision of PLC (*Personalised Learning Checklist*) documents.

Teachers should support students to capitalise on all available opportunities to engage with and use feedback, written or oral, to further improve their work.

Parents should be provided with information about how their student is progressing via the published reporting cycle. This includes telephone contact weeks as well as the dynamic information available via the GO4Schools formative feedback function.

Teachers should regularly review the feedback provided and use this information to inform future planning and teaching.