



WILMINGTON
GRAMMAR SCHOOL FOR GIRLS

Teaching and Learning

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| Date agreed with Governors | September 2022 |
| Date to be reviewed | September 2024 |



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1. Purpose of the policy

To inform and involve teachers and those to whom they are accountable concerning the aims and objectives of the school with respect to Teaching and Learning. This is a working document and will be reviewed annually.

Context and Aims of the policy:

1.1 School Context:

- The School's values and aims give excellence in the quality of Teaching and Learning the highest priority.
- Leadership roles (job descriptions) include accountability for the Monitoring and Evaluating of Teaching And Learning (METAL). A policy on Teaching and Learning is necessary in order to establish an agreed set of standards against which quality can be monitored.

1.2 Educational Context:

- Current Educational research stresses the importance of learners and teachers being aware of the nature of learning. Teachers are encouraged to be involved in 'reflective practice'; researching Teaching and Learning in their own classrooms and schools. Greater involvement in the process of learning, whether learning a subject or the craft of teaching, promotes understanding and better practice.

1.3 National Context:

- The National Curriculum do not contain guidelines as to methodology. It is up to schools to set policies for Teaching and Learning and to train and develop staff in Teaching and Learning strategies. However, the school recognises the powerful effect that the nature of nationally set, external assessment can have on teaching styles.
- The code of practice for the identification, assessment and provision for SEN emphasises the responsibility of **all** teachers in the identification, assessment and provision for students with special needs. A direct and effective system is needed for helping teachers to identify where they would benefit from training/development in classroom practice and for encouraging every teacher to reflect on their own practice.

1.4 Ofsted

The Ofsted framework stresses the need for identifying standards of achievement, progress and learning skills and for promoting the quality of learning over time. A key factor in success is the quality of teaching

2.School Aims and Objectives for Learning

2.1 School Aims:

Our aim is for all of our students, regardless of background and circumstance, to make outstanding progress and provides students with the skills, knowledge and experience to apply to beyond the classroom. Expert Teaching and Learning will allow students to be curious and develop a thirst for knowledge. The classroom environment will create opportunities for them to become resilient and to value effort. An expert classroom practitioner will allow students to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals. Teaching and Learning should provide a climate for all students to excel, build independence and resilience.

2.2 Headteacher and SLT

Should have regard to the policy on Teaching and Learning when making decisions about all areas of the curriculum, assessment and reporting and when planning the implementation of METAL. The Quality of T and L is monitored by the METAL process by qualified teachers whose reports are shared with Governors as part of their review of the quality of provision across the board. The member of SLT in charge of Teaching and Learning quality assures Teaching and Learning throughout the school through learning walks and to provide support where required for colleagues. Teaching staff to receive high quality JPD on expert Teaching and Learning.

2.3 Head of Departments:

Should have regard for the policy on Teaching and Learning objectives when planning, monitoring and evaluating their subject areas through documentation (e.g. SoWs, departmental development plans), work sampling, learning walks, student interviews and observations, discussion with teachers / learners and analysis of data. The outcomes of this monitoring are used to inform the processes of planning, development, implementation, evaluation and discussion of learning and teaching strategies within the department.

2.4 The Learner's role

In order to be an effective learner, the students should be an active participant and so given the opportunity to develop and should:

- arrive punctually to lessons, appropriately equipped
- be aware of their own potential
- be involved in setting personal targets and objectives
- seek information independently
- read/research in order to gain information
- use ICT to gather and communicate information
- look for patterns in and deeper understanding of what is presented to them
- pose questions and solve problems
- communicate ideas and information through speaking
- communicate ideas and information through writing
- apply what has been learnt to unfamiliar situations
- evaluate their work
- be keen to develop themselves
- be fully involved in the learning activities
- be motivated to learn

- be able to concentrate
- be able to co-operate with others
- be sensitive to the needs of others
- be able to work productively
- be an active thinker (using a wide range of cognitive tools to support thinking)

2.5 The Teacher's role

All teachers should be striving to evaluate and improve their practice. This means understanding the Teaching and Learning process and building on students' skills, knowledge and understanding. Teachers are managers of the learning environment and should enable all students to reach their full potential and reflect regularly upon their attainment, providing them with suitable and individualised targets for improvement.

Teachers should be given the opportunity to develop the following professional characteristics:

2.6 Professional competence

- have a secure command of the subject
- be conscious of the theory of knowledge, learning and the learner's role, teaching and the teacher's role, which underlies their own practice
- know about equal opportunity issues
- be sensitive to the needs of particular groups
- take opportunities for CPD
- Take ownership of the various thinking and metacognitive tools introduced as part of the Thinking Schools strategy and apply them daily in their teaching.

2.7 Effective planning

- use data to inform planning so that the lesson material reflects the ability of the group and provides high challenge and allows for robust learning to take place.
- cater for differing abilities and preferred learning styles: have appropriate expectations of students, ensuring the lessons material includes reasonable adjustments for students with SEN/Vulnerable.
- build in pace and challenge (making sure support and extensions are provided throughout every lesson)
- Enforce regular assessments in class via questioning and mini plenaries.
- Promote Higher Order /Rich questioning
- manage time efficiently so that learning takes place for the full time available (use of digital timers)
- use of the IWB and mobile technologies to create a stimulating learning environment
- use of a range of student led and active learning strategies.

2.8 Identifying and assessing individual needs

- use evidence of prior attainment to gauge students' individual capabilities (SEN, PP, G&T, KS2 data)
- judge the pupils' understanding with accuracy
- identify the stage at which the student is working and provide necessary stimulus to ensure that student recognises and accepts the next stage of learning
- provide assessment opportunities which inform the learning process
- devise appropriate assessment activities
- encourage students to assess their own performance and strive for improvement

- keep up to date and accurate records and submit assessment data for reporting in line with the published deadlines
- share and explain learning objectives to students and make sure they are aware of to progress towards their target within the lesson

2.9 Creating a climate for learning

- provide a safe stimulating learning environment
- set high expectations for students' behaviour and progress
- set the appropriate level of challenge and extension; this should be high but attainable
- engender an environment in which students feel comfortable in taking risks
- set appropriate time limits for completion of tasks in relation to students' abilities and understanding
- provide a variety of learning situations to suit the stage of the learning process e.g. teacher/student; pair; group; individual
- use teaching methods which engage, motivate and challenge all students, enabling them to progress at an appropriate pace and to be aware of their achievements and progress and to reflect on their learning
- set homework which extends or complements the work done in lessons
- give regular feedback (verbal and written) which helps students to progress
- use evaluation of students' progress to support and encourage them and to extend and challenge them appropriately
- create classroom displays that promote, support and celebrate learning
- use a consistent and positive marking

Interpersonal skills

- be aware of the importance of creating a non-threatening learning and teaching environment
- establish positive relationships, based on mutual respect; show interest in students; motivate and enthuse them
- ensure the full participation of all
- actively promote equal opportunities through the Teaching and Learning process fostering respect between students

Classroom management

- arrive punctually to lessons
- ensure you are at the door of your classroom to meet students before they enter to set the high expectation of learning
- manage an orderly, purposeful environment in which students are not afraid to express their ideas, ask questions, and work together
- set robust classroom routines
- ensure students apply themselves to work with purpose and self-confidence
- at the end of every lesson, ensure that students are dismissed in an orderly way by having them stand behind their desks and wait for dismissal. Teachers should have an active presence in the corridor between lessons.
- actively promote the school's code of conduct and values and apply the school's Behaviour Policy fairly and consistently

3. Assessment and Marking

Rationale Assessment for Learning involves both staff and students in order to ensure that the achievement of all students is maximised. Through assessment for learning, we enable students to know the level or grade they are working at and also their target level or grade, and provide feedback to enable them to close the gap between the two levels of achievement.

Assessment for learning consists of a range of analytic tools which are used at different stages of the teaching and learning process to maximise students' understanding of course content and their outcomes. This is achieved by:

- Setting minimum target levels or grades and predicting future performance
- Tracking pupil progress against targets
- Diagnosing specific strengths and difficulties or weaknesses by providing information on what each pupil knows, understands and can do, and providing specific feedback to allow students to address and rectify the identified difficulties or weaknesses
- Providing students with the opportunity to redraft work through feedback
- Identifying specific achievement and allowing for its recognition and reward
- Ensuring that intervention is focused on individual needs
- Evaluating the curriculum, teaching and learning styles
- Increasing pupil motivation and encouraging students to take responsibility for their own learning and progress.

3.1 Summative Assessment

Summative assessments are used to measure attainment at specific points during each term. Summative assessments are any method of evaluation performed at the end of a unit or term, allowing teachers to measure a students' understanding against standardised criteria.

EXAMS: Teachers ensure that all exam groups are very familiar with the criteria set by examination boards. The assessment criteria are explicitly taught to students using mark schemes and model answers. Where mark schemes are difficult for students to interpret, teachers provide students with student speak versions, Students have regular opportunities to complete examination questions, including whole papers, throughout the course. When exam responses are fed back, students are guided to identify what they need to do score more highly on their next exam practice.

NON-EXAMINED ASSESSMENT: Teachers are not permitted to give individual written or oral feedback on controlled assessments which are submitted for external assessment. Therefore, the work is marked against the externally-set criteria only when the work is completed. Where exam boards allow, students will be able to submit a draft piece and receive written feedback or a practice piece, dependent on the exam regulations. The exam board regulations vary for each course and supersede anything which may be stated in this policy. Teachers will always provide as much feedback as is permitted.

Standardisation and moderation

To ensure that levels of achievement for both internal and external assessments are being reported accurately and consistently departments meet regularly to agree their judgements and marks awarded. Departments to retain an evidence base of best practice of marked and annotated work for all key stages as a guide for colleagues. This can be online in teams, an evidence bank within departments or a record in departmental meetings.

3.2 Formative Assessment

Assessment is a constant requirement that should occur throughout every lesson and provide a base of evidence to inform planning and set appropriate yet challenging activities. Both individual students and specific groups of students should be assessed to inform the learning needs.

For Marking and Feedback to be effective, it needs to be matched to the subject, class and individuals within that class. Different students require different approaches. Nevertheless, there are minimum expectations for all teachers, regardless of their subject or personally-preferred approaches, This Assessment and Marking Policy sets out those minimum expectations for all teachers at WGSG.

In order to support and challenge student progression, feedback needs to be constructive and engaging. Staff should use the following terms within their feedback when reflecting against the success criteria.

To be effective feedback must be three things:

- Meaningful – it advances student progress and outcomes
- Manageable – it is proportionate and considers the frequency and complexity of both work produced and feedback given
- Motivating – whilst being kind, specific and helpful, it should also motivate students to progress

There should be evidence of diagnostic marking every 2 weeks for classes taught 4 or more lessons a fortnight. Subject that teach less than 4 lessons across the fortnight to diagnostically mark every 3 weeks. (See excellence in marking document for further information and guidance for diagnostic marking)

Middle leader's role in monitoring assessment and marking

- 1) Middle leaders to ensure consistency of assessment and marking within their departments and regularly quality assure the quality of marking and feedback provided.**
 - Middle Leaders will carry out a focused work scrutiny in line with the strategic calendar. This will include class books and assessed work to ensure quality control in terms of regularity of marking, appropriate awarding of marks and the presence of concise diagnostic feedback to enable students to identify and address areas for improvement.
 - There should be clear evidence of: Securing and building on previous knowledge showing that students are practising their work to secure learning and evidence of progress.
 - Where a hybrid model is being used with teams and class book, middle leaders to co-ordinate a method student documenting the progress of online work in books.

Teacher's role in providing effective feedback

- 2) Make accurate and productive use of feedback and promote good progress and outcomes for all students.**

- Teacher give students regular opportunities to work out, with appropriate scaffolding, what they are doing well and what they need to improve, focus on feedback should be on DIRT (dedicated reflection and improvement time)
- Feedback offers clear guidance on exactly what students need to do to improve, time is allowed to facilitate this.
- The use of accessible diagnostic feedback will enable students to make progress, this could include use of PLC's, code marking, self/peer assessment, yellow box marking, live marking, model answers, use of student friendly markschemes.
- Feedback should be regular, this can be written, verbal or through the use of self/peer assessment, on yellow paper.
- Success criteria should be available to students before attempting a task. Model answers are referred to in feedback.

3) Encourage students to take responsible and conscientious attitude to their work and study.

Student role on taking responsibility for improving their work

- Mistakes Vs Misconceptions: teacher mark primarily for misconceptions, not mistakes. If students routinely continually making mistakes they are guided by the teacher to go back over their work and correct them for themselves.
- Ownership: To foster pupil ownership of their work it is sometimes appropriate for them to mark their work themselves in on yellow paper.
- Redo: Where pupil have produced pieces of work that shows a lack of effort, teachers should insist students redo it shortly afterwards. Students who routinely hand in work that is subpar are sanctioned appropriately.
- Rewards: Teachers to follow the school rewards system and use in class strategies to praise and reward to motivate students. (do we want to put examples in)
- Presentation: Teachers insist on a high standard of presentation. All work has a date and a title and an indication of whether it is classwork or homework. Dates and titles are underlined with a ruler. Mistakes are crossed out with a single neat line through the error. All written work is done in blue or black ink, self/peer/progression tasks to be completed on yellow paper. Although presentation infractions are picked up by teachers and students act on this, they do not form the basis of diagnostic comments.
- Written accuracy: Teachers guide students into taken responsibility for expressing themselves accurately in writing. It is appropriate for lesson and homework time to be given to correcting mistakes and could be incorporated within DIRT tasks.

The following marks are used to highlight written accuracies, which students are then guided to correct.

| Presentation of Work | | Literacy Marking |
|--|--|---|
| <p>Always use black or blue ink.</p> <p>Use pencil for drawings and diagrams.</p> | <p>Write the date and title each lesson.</p> <p>Make sure both are underlined.</p> | <p>SP - Spelling error</p> <p>P - Punctuation</p> <p>G - Grammar</p> <p>^ - Missing word</p> <p>Exp. - Unclear expression</p> <p>// - new paragraph</p> |
| <p>Write down all keywords from your lessons.</p> <p>(Consider keeping a glossary of key terms in your exercise books)</p> | <p>Rule-off finished work.</p> <p>Use all available space in your books.</p> | |

4. Reporting

The diagram below indicates the grading systems which will be used for Key Stage 3 and 4.

| Year 7 | | | Year 8 | | | Year 9 | | | Year 10 | | | Year 11 | | Target Grade |
|--------|----|----|--------|----|----|--------|----|----|---------|----|----|---------|----|--------------|
| T2 | T4 | T6 | T2 | T4 | T6 | T2 | T4 | T6 | T2 | T4 | T6 | T2 | T4 | |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 7 | 7 | 8 | 8 | 9 | 9 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 6 | 6 | 7 | 7 | 8 | 8 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 5 | 5 | 6 | 6 | 7 | 7 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | 5 | 5 | 6 | 6 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 4 | 4 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 3 | 3 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 1 | 2 | 2 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | 1 | 1 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | 1 | 1 |

4.1 Key Stage 3

At Key Stage 3, three key data foci will be reported for each subject:

- EPIN – An indicator of the students Learning Mindset on the course. This will either be:
 - E – Exceptional
 - P – Positive
 - I – Inconsistent
 - N - Negative
- Assessment Percentage – The percentage achieved by the student in their summative assessment leading to the data drop.
- Age Appropriate Grade - This should be a single grade which indicates the grade the student is likely to achieve at the end of Key Stage 4 should they keep working to the same level.

4.1 Key Stage 4

At Key Stage 4, four key data foci will be reported for each subject:

- EPIN – An indicator of the students Learning Mindset on the course. This will either be:
 - E – Exceptional
 - P – Positive
 - I – Inconsistent
 - N - Negative
- Assessment Percentage – The percentage achieved by the student in their summative assessment leading to the data drop.
- Current Grade – This will be an evaluation of where a student is currently working at. This may fluctuate depending on the nature of what is being assessed at a given point in the year.
- Predicted Grade - This shows what a teacher expects a student to achieve at the end of the year or key stage based on the current rate of progress.

Students are expected to record their progress in their contact book after each assessment period. Form Time will be allocated for this.

5. Independent Study (Homework) Policy

Rationale

"Homework is not an optional extra, but an essential part of a good education". -1999 White Paper, Excellence in Schools

Homework is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is important in raising student achievement.

Homework enhances student learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

Aims

Homework enables students to:

- Consolidate and extend work covered in class or prepare for new learning activities.
- Access resources not available in the classroom.
- Develop research skills.
- Have an opportunity for independent work.
- Show progress and understanding.
- Provide feedback in the evaluation of teaching.
- To enhance their study skills e.g. planning, time management and self-discipline.
- To take ownership and responsibility for learning.
- Engage parental co-operation and support.
- Create channels for home school dialogue

The role of the student

1. To listen to homework instructions in class.
2. To copy down instructions for the task and deadline date into their planners.
3. To ensure that homework is completed and handed in to meet the deadline.
4. To attempt all work and give their best.
5. To inform the class teacher of any difficulties.

The role of the Form Tutor

1. To include homework in student mentoring where appropriate.
2. To see that homework is being set and recorded.
3. To check that the planners is being signed by the parent/guardian.
4. Liaise with HOY and parents where necessary

The role of the Class Teacher

The class teacher controls the direction of homework and the nature of tasks undertaken. See the Excellence in Homework document for further guidance on setting homework tasks.

The teacher will:

1. Set homework according to the timetable and record on teams as an assignment.
2. Provide the stimulus.
3. Give full and comprehensive instructions, ensuring that homework is explained fully in lessons – including showing students modelled examples where appropriate
4. Set deadlines for completed work and ensure that they are met.
5. Provide feedback where appropriate including homework feedback and tasks in the main body of the lesson
6. Marking and providing feedback when deemed professionally appropriate
7. Provide help and support.
8. Track homework completion
9. using the school's rewards systems to encourage and reward effort and achievement
10. To follow up students who have not completed homework and follow the school's behaviour ladder
11. Inform HOD as appropriate, when problems arise.

The planning & nature of homework tasks

- Homework tasks should:
- Be relevant, meaningful and set for a purpose
- Not be used regularly for "finishing off" class work. This places a heavy burden on some students and too light a demand on others.
- Be differentiated on the basis of prior assessment to provide an equal and appropriate challenge for students of differing abilities.
- Be manageable for pupils in terms of time and resources.
- Be explained clearly to students so that they know what they need to do and how the work will be assessed
- Be manageable for staff in terms of marking
- Be varied.

Refer to the excellence document for examples of homework tasks.

Homework setting

Whilst all students work at different rates we believe it is important to give guidelines of time to help students and families. These are also on the homework timetables for each year group.

Year 7: 20-30 minutes of work for each subject on each night with no more than 3 subjects per evening.

Year 8: 20-30 minutes of work for each subject on each night with no more than 3 subjects per evening.

Year 9: 20-30 minutes of work for each subject on each night with no more than 3 subjects per evening.

Year 10-11: 30-40 minutes of work for each subject on each night with more than 3 subjects work per night.

KS5: 1 hour per subject per lesson taught in the week, this includes use of independent study time and any additional study time to review class material.