



Quality of Education - Teaching, Learning and Assessment Policy

Maplewell Hall School



Last review: September 2019



Quality of Education - Teaching, Learning and Assessment Policy

Next review: September 2021

Ratified: October 2019

Rationale

The following document promotes best practice and establishes consistency in quality of education across the whole school. It aims to ensure that all children are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and attitude.

It should be read in conjunction with other relevant whole school policy documentation.

At Maplewell Hall School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives; to gain attributes and values needed to encourage life-long learning and employment.

We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims

We aim to promote a learning culture so that pupils engender a love of learning and the desire to continue to learn at their own pace. We aim to give our pupils every opportunity to succeed.

Learning is the purpose of the whole school and is a shared commitment. At Maplewell Hall School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning.

At Maplewell, we have created a curriculum that is broad, balanced, fully inclusive and aspiring students to do the best they can.

We believe that the curriculum should enable all young people to become:



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- Active learners who are moving towards independence, autonomy and employment
- Confident young people who effectively communicate their needs, wants, and opinions
- Responsible citizens who make a positive contribution to society
- Resilient individuals who are able to live safely and healthily
- Successful learners who are able to reflect and refine their decision making in order to improve future outcomes

We deliver a range of subject areas and qualifications that best suit the needs of our students, complimented with a strong pastoral system that provides care and support throughout each students' time at Maplewell. We balance the importance of skills and knowledge in our curriculum to ensure that the individual needs of every student are met as detailed in their Education, Health and Care Plan.

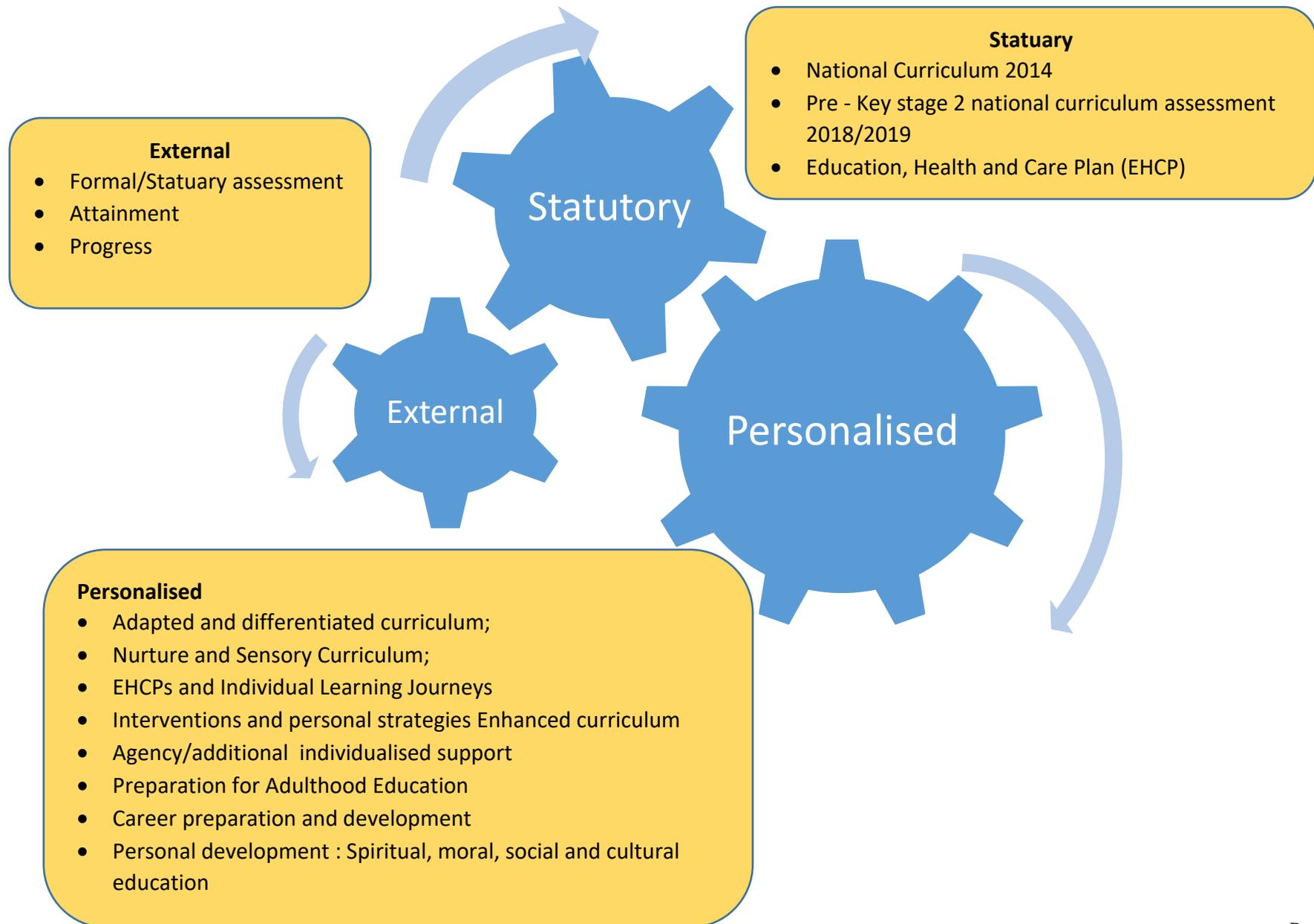
The focus in Year 7 is to ensure a successful transition from primary, so that students are able to bring with them previous knowledge and skills and learn to apply them in a different setting. In the Autumn Term, time is taken to baseline all students; with teachers identifying all our Year 7 students' strengths and prior knowledge so that they are on the most suitable curriculum pathway.

The Curriculum is constantly revised and developed to not only meet the needs and strengths of our students, but to provide rich opportunities for them to develop a range of skills and enjoy memorable experiences.

Here at Maplewell we have pupils arriving with widely differing learning aptitudes. We want students to make good progress in all key stages and that all students maximise their progress towards training, employment or further education. In order to meet the needs of all learners we have developed an inclusive curriculum divided into different distinctive pathways. We consider every pupil carefully and individually to ensure they are placed on the most appropriate pathway throughout their time at Maplewell. Over the course of their education, some pupils may move between pathways. All pathways centre on the National Curriculum and provide a broad and balanced education.

A larger than normal share of curriculum time is allocated to English and Maths throughout Key Stage 3 and 4 to recognise the importance of success and progress in these key subjects. There is a real breadth of courses and range of levels across the curriculum, addressing the needs of all groups of students; a very strong traditional academic offer balanced with specific vocational and alternative courses.

Maplewell Hall School – broad, balanced and inclusive curriculum





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This document is structured into several sections. These are based on elements we believe to be key to successful, efficient and effective teaching and learning at Maplewell:

- Mastery Learning
- Assessment,
- Record - Tracking student progress,
- Marking and Feedback
- Intervention
- Reporting
- Quality Assurance
- Planning and implementation of learning activities
- Impact of teaching on the spiritual, moral, social and cultural development of students

Mastery Learning

Teaching for 'mastery' supports National Curriculum objectives, but spends more time reinforcing fundamental, necessary content before progressing to more difficult areas of each subject.

At Maplewell, 'mastery' denotes a focus on achieving a deeper understanding of subject related topics, through problem-solving, questioning, encouraging deep thinking and using skills independently and consistently.

What is Mastery Learning?

- Providing different Curriculum pathways, students are able to move forward with their learning; being more secure in their knowledge, skills and abilities.
- Opportunity to revisit, apply learning and robustly address misconceptions is particularly beneficial for students with special educational needs, where retention of information can be more of a challenge.
- The DFE has advised to deepen an able child's knowledge and understanding rather than just moving on to the next year's objectives.

The 'Mastery' approach:

- All students are learning the same units, with emphasis on matching work to the needs of individual students.
- Teachers need to break subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps.
- Students are expected to show they have mastered a certain unit before moving onto the next unit/topic.
- Our system of 'mastery' does offer the flexibility to move on and return to areas in need of development at a later date through our Dedicated Improvement Reflection Time (DIRT) programme.



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- Formative and summative assessment play an integral role in the delivery of the 'mastery' system. These will highlight specific areas of strength and the need for development, accurately directing follow up DIRT activities.
- Students that do not successfully cover the curriculum at the required level are provided with interventions such as: small group discussions, after-school sessions, or homework so that they can reach the expected level.

Assessment

In lessons, at Maplewell Hall School, mastery assessment is completed across a range of activities. Through these assessments we come to know about the abilities and achievements of our students as well as the extent of their knowledge, skills and understanding. Assessment and feedback is used to advise students (and others) of their progress, their targets and how to close any achievement gaps that may exist.

Mastery assessment, recording, reporting and feedback is a continuous and on-going process and is part of the cycle of learning. As a school, we make use of both formative and summative assessment methods.

Rationale

Assessment reflects the formal and informal judgements made by teachers and students about standards of work and is measured, where appropriate, against nationally agreed criteria.

Curriculum design and implementation is at the heart of assessment at Maplewell.

Formative assessment is used throughout the year to inform teaching and learning and identify any areas for improvement.

Summative assessment is used to evaluate learning and progress by awarding a percentage of successful curriculum coverage in key stage 3 and a grade of attainment in key stage 4 and 5.

We believe that this policy will enable us to assess student progress in a coherent and consistent way as well as facilitating higher achievement for students across all levels of ability.

Aims of assessment:

Through the assessment process, we aim to gather information, which enables our teachers to:

- evaluate and record each student's attainment and progress
- identify individual students' strengths and weaknesses
- evaluate their teaching effectiveness

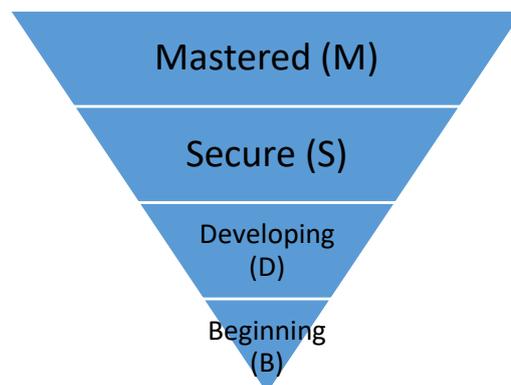


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- plan future learning and teaching experiences
- match work to the needs of individual students and set appropriate individual targets and tasks for students.
- compare individual, class and school levels of attainment and progress using internal and external measures
- provide accurate information to parents and colleagues about the progress and development of each student which is consistent across the school
- ensure all students experience challenge and success
- recognise the whole range of students' achievements
- assist in diagnosing specific difficulties

Student progress

- Weekly, class teams review and work on students EHCP outcomes that are broken into small Individual Education Plan (IEP) targets. At the beginning of each half term, Senior Leaders review the progress made towards students EHCP outcomes.
- We are measuring the successful curriculum coverage. At the end of each block/unit of teaching, bespoke and subject specific in each department, students will be given an end of the block/unit/topic assessment. 70% - 80% of successful curriculum coverage within a block/unit/topic will indicate that a student is making good progress.
- Due to the subject specific nature of assessment, some subjects will also measure student progress towards specific curriculum content utilising the breakdown of assessment marks or **'footsteps'**:



Footsteps signify to what extent a pupil has understood, applied or performed the knowledge and skills taught in a block/unit/topic.

- In some subjects, curriculum content (statements) will be measured using the footsteps above.
- Mastered (M) would indicate that a pupil has achieved 100% of the curriculum content being assessed. Secure (S) would be 75%, Developing (D) would be 50% and Beginning (B) would be 25%. These statements also allow students and parents to understand to what extent, their child can and/or cannot do something.



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- Students move forward at different paces.

Regular Assessment

All teachers will be responsible for the continuous assessment of students and for accurate and timely completion of markbooks.

Summative assessments will be signposted in schemes of work and it will cover all attainment targets appropriate to the block/unit/topic of work. The school will provide opportunities for summative examinations (e.g. mock exams in KS4) at least once a year for selected subjects, year groups or groups of students.

Different types of Assessment:

Summative assessment - Assessment of Learning

- It is used mainly to measure performance and identify a standard of student attainment.
- It is focused on outcomes.
- It provides accurate data for the whole school analysis including school reports
- It is expressed as a percentage and/or grade
- Recall questions which establish current knowledge or understanding
- Any assessment method which aims to establish whether learning has taken place or a target has been met is considered a summative assessment

Summative assessments are given periodically to determine, at a particular point in time, what students know and do not know. They also enable us to identify any gaps in learning, individually or collectively.

Some examples of summative assessment include:

- External exam (e.g. GCSE)
- Internal exams (e.g. End of the unit/block/topic tests)
- End of the term exam

Formative assessment - Assessment for Learning

- Because it is on-going and happens during the learning, it is crucial progression.
- It supports learning through identifying difficulties, providing feedback and setting future learning priorities.
- Essentially, it is the process of finding out where learners are in their learning journey, where they need to go and how best to get there.
- It is acceptable for teachers to move away from schemes of work where it is clear students' learning, in a particular area, needs to be reinforced or re-visited. These adjustments help to ensure students achieve targeted learning goals within a set time frame



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- Assessment for Learning:
 - is part of effective planning
 - focuses on how students learn
 - is central to classroom practice
 - recognises all educational achievement
 - helps learners know how to improve or is sensitive, constructive and fosters motivation

Self and Peer Assessment

All teachers will provide regular opportunities for self-assessment and peer assessment. These may include:

- student self-assessment
- peer assessment

Strategies

Maplewell has minimum expectations in relation to students receiving feedback across a period of learning. In line with the Department for Education Teachers' Standards, 'teachers must give pupils regular feedback, both orally and through accurate marking'. Therefore, teachers should expect to have their students' books/work/assessments checked during learning walks, lesson visits and as part of a work-scrutiny by the Head of Department or the Senior Leadership team.

Whole school assessment: Minimum expectation

The frequency and quantity of summative assessments will be subject specific and relate closely to the curriculum and long term plan for the subject. Some subjects will have more than 3 assessments per year. Below is a guide to the minimum amount of summative assessments expected in every subject.

In Key stage 3, 4 and 5

- At least three summative assessments per year – one per term.

For all key stages

Evidence of summative assessments should be kept until the end of key stage and stored in a folder.

- Individual departments may decide when assessments take place. Assessments, however, must be completed and marks recorded on Go4Shools.
- Formative assessments (Comprehensive Marking) completed in exercise books/workbooks. Next Steps/Even Better If are required which will contribute to the learning and progress of students.
- The outcome of assessments completed by pupils should be feedback (written or verbal) in order for them to know, and understand, the progress they are making, their next steps and to help inform them of how they can continue to improve.



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- Summative assessments will also inform subject staff as to where there are gaps in students' knowledge and understanding.

Record - Tracking student progress

All staff have access to Go4Schools mark sheets for their allocated classes. These mark sheets will include information regarding prior attainment, ASD, PPG, LAC and other student groups. All staff are responsible for ensuring that the mark sheet entries are kept up to date to allow for data snapshots throughout the year. The results of these assessments will be available for all teachers, students and parents to see.

Mark sheets will include the following information:

- All assessment titles which have been carried out in the half term, in line with the school policy
- Description of assessments
- An accurate current grade. This is the grade the students' are currently working at which is calculated automatically from the assessment grades entered. For Key stage 3 this is displayed as a percentage of successful curriculum coverage.
- For Key Stage 4 students, the current grade will be made by professional judgement based on the summative assessments given throughout the year. This may include mock exams. These judgements will be moderated following the quality assurance procedures mentioned above.

Setting targets

All Key Stage 3 pupils are given a target of 75%.

Key Stage 4 pupils are given an End of KS4 target based on our 'Basket of Assessments'. This target indicates the minimum grade we expect a pupil to get by the end of year 11.

Basket of Assessments:

- This is a selection of assessment tools that calculate each year 7 student's current working level at the start of year 7. In addition, new students transferring from mainstream schools part way through key stage 3 are also assessed. Assessment tools used include:
 - Cognitive Abilities Test (CAT4)
 - Lucid EXACT Access Test
 - Sandwell Early Numeracy Test (SENT)
 - New Group Reading Test (NGRT)
 - Maplewell English Test
 - Maths HUBS testing
- All students are expected to successfully cover at least 70% of the taught curriculum.
- If a student successfully covers at least 70 % of the curriculum by the end of each academic year they are considered to be making at least good progress and indicates that they should achieve their end of KS4 target by the end of Year 11.
- These levels form the basis of progress analysis and allow for interventions to be directed where needed and inform future curriculum planning and whole school



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strategy.

- The residuals on Go4schools have been formatted to track student progress towards a set target:

Indication of students' progress on Go4school in KS3		
Walking	Less than 70%	Successfully covering less than 70 % of the curriculum.
	Less than 40%	This is 'flagged' in red, (consider reviewing if a child is on the right pathway of curriculum)
Jogging	Between 70% and 80%	Jogging indicates that a pupil is making good progress. This is the minimum expectation for all pupils.
Running	Above 80%	
Indication of students' progress on Go4school in KS4		
Off Track		
Working Towards KS4 Target		
On Track		For KS4 Target minimum target.
Hit Target		Hit KS4 minimum target.
Exceeding KS4 Target		

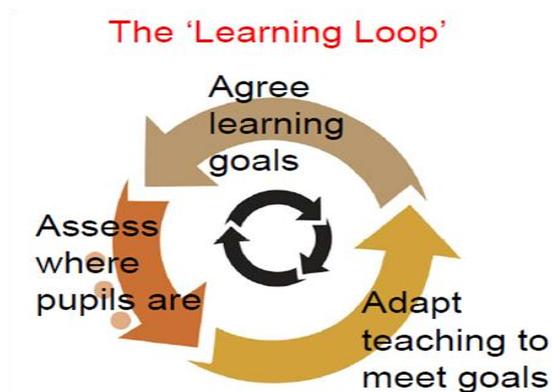
KS4:

- The statements will accurately reflect where a pupil is on their journey through Key Stage 4. For example, we expect a pupil starting Y10 will be further away from their target than a Y11 pupil at the end of the year.
- Progression targets will be calculated to develop the minimum target a student should make by the end of Year 11.
- Student progress in relation to targets will also be updated each time summative assessment is recorded – teacher judgement, in class test or mock exam. This will enable SLT, subject Leaders and all teachers to monitor student progress on a regular basis.
- School reports on progress towards these targets 3 times a year (October, January, and May/June)
- Teacher assessment level reporting dates are planned to coincide with core subject meetings to allow for moderation of marks and subject tracking by core Subject Heads. These also fit in with Parents Evening to allow for up to date progress and meaningful targets to be communicated to parents.

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- Each half term a monitoring 'snapshot' of all mark books are taken by the examinations officer, this is a part of MHS reporting system.
- The schedule for data recording and reporting is published in the school calendar.
- All teachers are accountable for their students' progress.

Marking and Feedback



There is no single correct type of feedback; it will suit the subject and the situation. Good quality feedback also contributes positively to behaviour management, as evidence strongly suggests that it leads to increased motivation and engagement, and is worth the time and effort involved.

Effective feedback will:

- Be based on clear learning intentions - all students need to understand what they are being asked to learn and why. Self-assessment is impossible if students do not know what is expected of them.
- Highlight effort; give praise with a reason
- Show where improvement could take place
- Give strategies for improvement
- Be given promptly and regularly
- Be an on-going dialogue which leads students to improvement
- Be accessible to each student
- Be appropriate to the level of each student
- Have time allocated for comments to be read, responded to and work reflected/improved upon
- Make use of modelling, demonstration and exemplar work
- Be used by teachers to plan the next steps of learning and pitch work at appropriate levels for each student

Marking

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The marking of students' work is essential for both progress in student learning and effective teaching. All marking should be meaningful, manageable and motivating.

Departments may adapt how they apply the school's marking and feedback guidelines, although minimum expectations must be adhered to (listed below). Departments are actively encouraged to share good practice.

Ways of providing feedback and marking

- **Marking Sticker** teachers will use it to provide consistency across the school and help focus the on-going written dialogue between teacher and student.
 - Teachers will build time into lessons for students to reflect on and respond to teacher marking and feedback during **directed improvement & reflection time (DIRT)**. The Marking Stickers can be differentiated for varying student needs or subjects and staff may select the adapt them to ensure they are appropriate for their students. Staff are also encouraged to use a 'Video Learning Journey', for students to reflect on their own learning.

The stickers should be stuck into students' books/assessments/folders when completed.

Marking Sticker – Example



The image shows a 'Marking Sticker' form. At the top, there is a 'Task Title' field. Below it is a 'Marking Sticker' section with a star rating (1-5) and a 'Marking Sticker' dropdown menu. The form includes a 'Student response: what will you do to meet these targets?' section with a large text area. At the bottom, there is a 'What are the most important Essential Skills for this task? Circle the correct skills.' section with a row of icons representing different skills.

- **Summative assessments marking.**
 - Work should be graded accordingly to Key stage expectation. Work marked under the term 'comprehensive marking' should use the model of WWW (What Went Well) and EBI (Even Better If) or NS (Next Step).
- **Comprehensive marking WWW and EBI/NS**
 - Work marked under the term 'comprehensive marking' should use the model of WWW (What Went Well) and EBI (Even Better If) or NS (Next Step). The WWW comment should include 1 or 2 positive comments about the piece of work worthy of recognition. This should be differentiated and take account of the individuals needs and level of ability when recognising this achievement. EBI/NS following an



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assessment may be either progressive or reflective. This comment should be presented in a positive tone and manner.

- No written 'Next Step (NS)/Even Better If (EBI) in KS3 PE, ICT, Performing Arts, Duke of Edinburgh's, except the DIRT sticker.
- **Class acknowledgements**
 - Class acknowledgements can include ticks and short 1 or 2 word comments. Staff should use short, clear, positive advice on how to improve can be included.
- **Verbal feedback**
 - Verbal feedback should be continuous throughout lessons by all adults in the room. The feedback should be positive and informative, but should also provoke thought to encourage students to develop their problem solving skills.
- **Self and Peer Assessment**
 - Self and peer assessment to be used as appropriate.
 - Peer assessment 'PA' can be used to encourage discussion amongst students to support both their communication and interaction skills. Positive discussion is encouraged with pupil's offering advice on ways forward to one another, rather than writing on one another's work.
 - Self-assessment 'SA' can include ticks or self-evaluation comments.
 - Both assessment need to be acknowledged with codes SA, PA. Students to be made aware of the success criteria in advance, and will have received guidance regarding how to assess.

Whenever possible feedback should be linked to the learning objectives.

Grading Work

Key Stage 3	Grading for work should be a percentage of successful curriculum coverage.
Key Stage 4 &5	Any work that is graded should use GCSE grades 1-9 (BDSM) or appropriate subject specific grading (eg: BTEC Level 1).

Teachers Guide

Colour	<p>Where teachers have written comments they should stand out from the students' work e.g. using a GREEN pen.</p> <p>Please note that if a piece of work needs to be submitted for GCSE/ENTRY Level etc. will requires marking in a different colour then this should take priority.</p> <p>Students will use PURPLE pens when using self and peer assessment.</p>
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Spelling	<p>Teachers should use the skills code below to identify literacy errors and should use them alongside their marking or when self/peer assessing.</p> <ul style="list-style-type: none"> • Sp Incorrect spelling • P Incorrect or missing punctuation • C Missing or misplaced capital letter • // Incorrect or missing paragraphs • ? Unknown meaning <p>There should be no more than 3 to a page and they should focus on the key words for the lesson if they were mis-spelt.</p>
Punctuation	These should be added in GREEN pen and circled.

Frequency of Feedback

All departments have identified a bare minimum standard in terms of regularity of feedback, taking into consideration the frequency of lessons, and the nature of the subject i.e. practical/theory based.

Comprehensive Marking	<p>At least once every 3 weeks in core subjects. At least once every 4 weeks in non-core subjects.</p>
DIRT sticker	<p>Once a term in all subjects. Staff are free to use marking stickers in between these sessions.</p>
Summative assessments	<p>At least three summative assessments a year per subject across all year groups in accordance with the department long and medium term planning – one per term.</p>
Class acknowledgements	<p>Most pieces of work should have some form of acknowledgement on them from class discussion and feedback.</p>
Verbal Feedback	<p>This is one of the most important means of communicating feedback at Maplewell and it is given regularly within lessons. All adults in the room should be providing positive feedback with ways forwards/next steps to encourage students to find ways to take responsibility for their learning.</p> <p>This does not have to be recorded but students are expected to act upon the feedback. Verbal feedback should be visible during learning walks and lesson visits, where appropriate.</p>
Peer and Self-Assessment	<p>This should be encouraged as much as possible to support the communication and interaction skills of</p>



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	students.
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Minimum expectation

- A consistent symbol is to be used by all departments "WWW, EBI/NS)" to highlight summative and comprehensive marking in learning.
- Teachers must insist on the very highest standards of presentation for students' written work in books and folders. Individual departments may use professional discretion to address specific needs within their subject area.
- All homework set will be marked. This may be done through teacher assessment, peer assessment, self-assessment or active verbal feedback

Annotation of work

- Where appropriate work should be annotated by staff to indicate the level of direction and support given to the student.

The following coding is sufficient:

- I = Independent, student has completed work with no adult support;
- S = Some support from an adult given;
- FS = Fully Supported, student needs high level of adult support to complete work;
- SA = Self-assessment, students will have received guidance regarding how to assess;
- PA=Peer assessment.
- This could be on the back of a student's work or discretely on the front.

Growth Mindset in Feedback

- Praise students' efforts and specific work strategies ("process praise") and outcomes when they do well, rather than praising them for their intelligence ("person praise").
- Discourage students from attributing successes and failures to things over which they have no control (poor luck, or how clever they are.)
- There is praise star system on every marking sticker.

Students whose teachers praise effort and work strategies rather than praising intelligence will:

- Apply more, not less, effort when material is difficult for them.
- Seek challenges.
- Set higher goals for themselves.
- Look at failures as opportunities to learn.
- Increase their efforts rather than withdraw effort and attention.
- Learn more.

Do's:



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- Notice students' good efforts and strategies - Utilise praise to reinforce.
- Be specific about the praised behaviours and reinforce this behaviour with your feedback.
- Use praise to link the outcomes of students work to students' efforts.
- Ask a student to explain his or her work to you.

Don'ts:

- Don't offer praise for weak efforts.
- Don't let a student feel ashamed of learning difficulties. Instead, treat each challenge as an opportunity for learning.
- Don't ever say, "You are so smart." in response to good work. Instead, praise the work a student has done (e.g., "Your argument is very clear" or "Your homework is very accurate").
- Don't comfort students following a failure by telling them that not everyone can be good at everything.

Intervention

All teachers are committed to supporting students to achieve or exceed their targets. Through regular and accurate assessment, students who are not making the expected progress will be quickly identified. Identification will take place on a number of levels:

- by the classroom teacher
- by the form tutor
- by subject leaders
- by SLT

A range of intervention strategies will be available to suit the individual needs of students. This list is not an exhaustive list but may include the following examples:

- extra support from the classroom teacher
- in-class support from the Learning Support Assistances
- 1:1 support from LSA's
- peer mentoring
- tutor mentoring
- extra tuition after school
- revision classes
- home learning

All intervention set by subject teachers are recorded by admin staff on Go4schools.

Reporting

Reporting to parents on their child's progress is an essential part of the home/school partnership and plays a vital role in raising pupil attainment.

The aims and guiding principles of reporting at Maplewell Hall School are common to all departments.



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Aims

- To provide specific information for parents, pupils and teachers.
- To enhance home/school partnership.
- To inform parents and pupils of pupil progress in a positive manner.
- To alert pupils and parents to areas of concern so that these can be quickly addressed.
- To provide a starting point for discussion at Parents' Evenings.

Guiding principles

- Reports should be written and presented in a consistent manner.
- Reports should be written by a tutor, a class teacher or a member of intervention team if a student attended intervention.
- Reports should be seen as a positive strategy in raising attainment.
- Each **subject report** needs to include:
 - Highlights of pupil strengths as well as indicating areas in need of development.
 - Brief outline what students are covering in the subject (covered topics).
 - Reflect pupil progress against a course description
 - Subjects Targets going forward, link to EHCP targets.

Comments on interpersonal skills:

- Concentration in class
- Effort and application
- Completion of homework
- Contribution in class
- Organisational skills
- Fulfilment of potential
- Behaviour in a lesson
- Subject skills (Specific Topic(s))
- Attitude and presentation of work

Subject and intervention reports need to have 900- 1200 characters. Reports need to be checked by one member of each department (second review) before it is published to parents.

- Each **tutor report** needs to be written in very personal approach and needs to include comments on:
 - Behaviour
 - Reading
 - Feedback on progress towards EHCP objectives
 - Attitude to learning e.g. Homework
 - General wellbeing at school.

Tutor reports needs to have 2000 - 2500 characters.

Method of reporting

- Reporting to parents may be formal or informal or both.



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- Formal reporting takes place in accordance with an agreed reporting calendar (see school calendar).
- Each teacher has to write formal report on Go4schools.
- Informal reporting may take the form of a note, message sent via social media or school-home book, highlighting positive progress or raising concerns.

Timing of reporting

- Dates and deadlines for reporting are published in the school calendar at the start of each academic year.
- Where feasible reports should coincide with the appropriate Parents' Evening and Annual Reports.

Learning Journey – The story around the students.

The class LSA's have primary responsibility for keeping Progress Journey up to date.

The Learning Journey includes:

- Special interests the pupil has and how these have been supported in school
- Fixtures, events & workshops the pupil has taken part in.
- Photos and videos.

The Learning Journey is an ongoing process and pictures, documents, comments and videos will be uploaded to an online messaging system throughout the year.

Key Stage 4&5 Accreditation

At Maplewell we have high aspirations for our students; through this 'can do' approach all students are encouraged to gain external accreditation where they have the ability.

Students have the opportunity within the curriculum to progress, succeed and gained nationally recognised qualifications; going into traineeships/apprenticeships.

In Key Stage 4 and 5 students have access to a range of externally accredited courses. Students' progress will be mapped towards accreditation based on their levels, ability on entry and through gained knowledge of the students' individual skills and talents whilst at Maplewell.

Portfolio based courses are overseen by an Internal Verifier (IV). Internal verification plays a crucial element in quality assurance of the courses delivered within the school. It ensures that all students entered for the same qualification are assessed fairly and consistently to the specified standard. The Internal Verifier confirms that the national standards are maintained and assessment needs of candidates are being met.

In principle, courses on offer should:

- allow students to succeed in reaching national recognised outcomes for their
- age group promote work readiness
- entitle students of appropriate ability to access aspirational progression pathways



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Quality Assurance

In order to ensure high quality teaching and learning the Senior Leadership Team and Heads of Department aim to work in collaboration to constantly review our provision and practice. We aspire the highest standards and believe ongoing improvement in teaching and learning enables our pupils to achieve their potential. We aim to use the Quality Assurance process as a means of supporting colleagues in their personal improvement so that they excel in their role within the school.

To support this process of self-evaluation and self-challenge we have devised a robust monitoring schedule:

Heads of Department will:

- Meet regularly with their Senior Leader link with a focus on students' progress.
- Conduct paired lesson visits with a member of the Senior Leadership Team to assure consistency and accuracy of judgement, at least once every year.
- Monitor quality feedback on a half-termly basis - book scrutiny.
- Provide opportunities for subject or area based standardising of assessment (including controlled assessment)
- Liaise with the Head of Additional and Exceptional Needs when co-ordinating any additional academic interventions for students in their subject area.
- Develop long and medium term planning that follows the National Curriculum
- Monitor data and targets provided for the whole school reporting system.
- Sequence the curriculum to enable pupils to build their knowledge and skills towards the agreed end points (qualification).
- Provide support for non- specialist leaders and teachers in their departments.
- Understand their curriculum intent, implementation and impact.
- Provide analysis in the agreed format of student progress.
- Conduct subject moderation meetings with all staff teaching English, maths & science at least twice a year and between foundation subject teachers once a year to maintain consistency of judgements between staff teaching the same subject. Students' assessed work will form the basis of these meetings. Liaise with subject leads across the teaching school alliance for the purposes of moderation and sharing expertise.

Each Head of Department or subject teacher, (when the teacher is the sole teacher of a subject) holds a subject portfolio, which could include:

- Departmental Self-Evaluation Form (SEF)
- Subject summary of intent, implementation & impact (3Is)
- Case studies
- Monitoring a Department Checklist and Action Plan
- Long and medium- term planning
- Strategies to promote students' progress
- Department Handbook
- Department polices (including Health and Safety for practical subjects)
- Projects (Lesson studies, catch up sessions etc.)



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Senior Leadership Team will:

- Conduct an on-going audit of all lesson visits and learning walks, recommending, where appropriate, specific colleagues / departments for targeted support.
- Formally observe teachers three times per year using the school's lesson visits format.
- Where such targeted support is put in place it will be recorded on the ITSP (Improving Teacher Support Programme) overseen by a specified member of SLT and reviewed after 6 weeks to ensure that it is having the necessary effect in developing the member of staff's skill set. (For more reference, please see Improving Teaching Support Plan document.
- Ensure that data collection systems are in place and information is provided in order to meet the schedule for target setting and reports published in the school calendar.
- Present the data collected for each year group in a format agreed with SLT, to meet published deadlines.
- Monitor quality feedback through Line Management processes. A selection of books will be requested at least once every half term to ensure consistency in marking and feedback across the school. This will also be considered in lesson observations and learning walks.
- Monitor the quality of teaching and learning and the application of Assessment for Learning principles through lesson visits, learning walks, book moderation and work scrutiny
- Conduct whole school moderation of books at least twice a year.
- Meet regularly, at least twice per half term with their Senior Leader link with a focus on students' progress.
- Promote the sharing of good practice through line management, meetings and INSET.
- The Deputy and/or Assistant Head will report the whole school progress to the Head Teacher who reports progress data to Governors.
- This information is vital for the school SEF and for Ofsted's pre-inspection material

Planning and implementation of learning activities

Teachers planning

It is important that teachers plan their lessons according to the long and medium term plans provided by the Head of Department. The ultimate aim is to ensure that thorough planning and focussed lesson implementation aids students in their quest to make progress over time. Medium and long term planning can be presented in a way that best suits the department to which they belong.

- Long-term plans are for the year, outlining which topics will be covered by each class at what time in the year. They will have been completed the by Head of Department before the autumn term and are usually based on a whole-school curriculum 'map'. This will be based on the national curriculum requirements.



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- Medium-term plans created by HoD with subject teacher input. They are for the academic term or, more usually, half term, setting out what specific aspect of the curriculum will be covered in a week-by-week format.

Teachers at Maplewell Hall School should strive to ensure that their planning allows for the following criteria to be met each lesson (also see our lesson visit form which may act as a prompt for what is expected when planning), and deliver consistently high quality learning by:

- Using prior attainment and other EHCP reports to be aware of the capabilities and specific learning needs of all students to plan lessons.
- Developing an opportunity to begin a lesson with a short review of previous learning.
- New materials should be introduced in a small steps and followed by teachers modelling.
- Enabling students to take responsibility for their own learning, providing opportunities for them to work both independently and collaboratively with peers.
- Level of challenge - Work should be differentiated and pitched at a level that is appropriate to the individual. It is challenging – success is only achievable if individual students work hard and try their very best. All individuals should find the tasks demanding at their own level. Provide scaffolding for difficult task.
- Use of support staff - Support staff should be highly effective in promoting rapid learning for groups of students regardless of their aptitudes and needs.
- Opportunities to develop literacy, numeracy, and communication skills – Teaching should include opportunities to develop reading, writing, communication and numeracy skills that are highly effectively taught and cohesively planned as part of the lesson.
- Use of strategies and tasks to engage students - Strategies and tasks should enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- Giving clear and detailed instructions and explanations, followed by guiding students as they begin practice of new materials.
- Pace and depth of learning - The pace of learning should be optimised throughout the lesson as to the best effect to support students at the time they need such support. As a result, almost all pupils make rapid and sustained progress.
- Use of questioning - Questions should be designed to tease out students' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure in their knowledge and understanding.
- Effectively checking students' understanding throughout the lesson using a wide variety of formative assessment techniques, anticipating where they may need to intervene and doing so with a striking and significant impact on the quality of learning.
- Assessment of learning during lessons - The work for each individual student should be adapted in the light of any misconceptions that are brought to light through questioning or checks on students' work.
- Marking and feedback - Providing learners with regular feedback, both orally and through marking, so that they know how well they have done and are aware of what they need to do next to sustain good progress.



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- Home Learning – See Home learning Policy
- Praise effort- see above.
- Behaviour - Managing incidents of indiscipline calmly, consistently applying the Maplewell Hall School's Behaviour Policy, expectations for sanctions and rewards where appropriate, providing praise and positive reinforcement to foster self-esteem, motivation and confidence.

Planning

It is acceptable for teachers at Maplewell Hall School to use a variety of methods to plan their teaching on a day-to-day basis. The reason for this freedom of choice is to allow teachers to develop their own styles and to give them the freedom to be creative in their planning so that they may feel empowered to offer deep learning experiences and unrestricted by a set lesson plan. However, whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at Maplewell Hall School to ensure the highest standards and therefore, outcomes for the students.

Lesson Study

Research Lesson Study is integral to teaching and learning and CPD at Maplewell Hall School (see Lesson Study Research Policy) in order to improve practice on a continuing basis. A significant aspect of research lesson study is collective reflective practice, collaboration and coaching for professional capital. In essence thinking professionals working together to maximise effectiveness.

Lesson Study is a process which helps teachers to develop lessons and innovative new practices in order to solve classroom problems and raise standards of teaching, learning and achievement. Lesson Study provides a framework for the study of the basic unit of teaching and learning – the lesson. The framework enables teachers to:

- Take risks together that they might not otherwise have taken alone.
- See things that they could not otherwise have seen.
- Capture insights through multiple perspectives.
- Identify and value what does and does not work.
- Develop new practices which take account of this knowledge.
- Share new practices with colleagues.

There is a structured process whereby teachers plan for change and evaluate the impact starting from an initial research question.

Using Support in the lesson

It is important that teachers work alongside with Learning Support Assistants (LSA's), Teaching Assistants (TAs), Senior Teaching Assistants (STAs) and Higher Level Teaching Assistants (HLTAs). Everyone involved in the teaching of pupils at Maplewell should have a working understanding of assessment. This is so that they can contribute effectively to the



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assessment process and continue to promote pupil progress. LSAs, TAs, STAs and HLTAs are instrumental in all lessons and play an important role in developing pupils as independent learners.

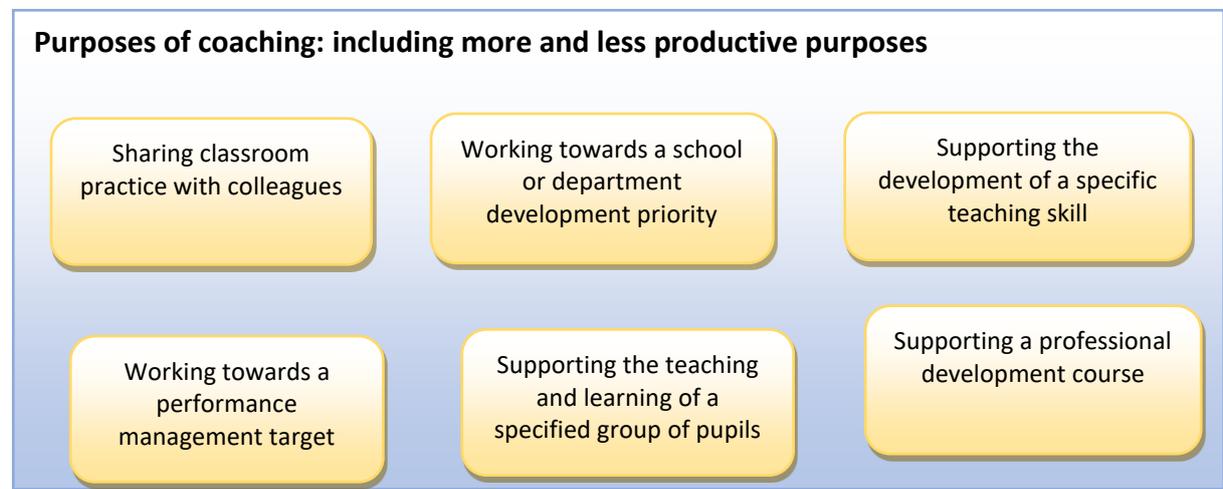
- LSAs and TAs/STAs and HLTAs should be effectively deployed & prepared for the lesson by teaching staff. This should include, where appropriate, being given information on pupils' grade, targets, lesson plans and schemes of work.
- All LSAs and TAs/STAs and HLTAs are supplied with model questioning techniques and sentence (question) stems.
- Teachers should model effective questioning.
- LSAs and TAs/STAs and HLTAs should utilise a range of questioning including the use of open ended questions to promote thinking & learning, give feedback and explain concepts.
- LSA's and TAs/STAs and HLTAs should be giving student feedback about their work verbally or written.

Coaching

The Coaching is develop to meet the areas of school development identified by:

- Formal lesson visits
- Book moderation
- Learning walks

The main role of Coaching is to raise standards of teaching by harnessing our staff's own potential, and help our teachers to successfully coach each other. Each year the Coaching model may differ.



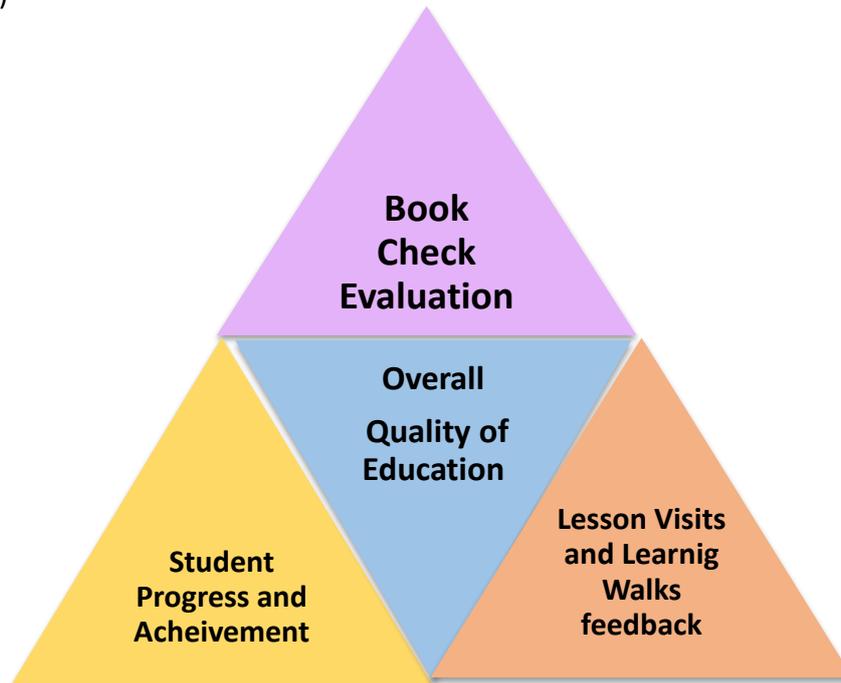
Monitoring of Teaching Learning and Assessment

The annual model for monitoring of teaching and learning involves the triangulation of 3 key areas:

1. Lesson Visits (3 times a year) and learning walks
2. Student Progress and Achievement evidence (3 central inputs a year)

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3. Quality of feedback on students work, via work scrutiny (on individual teachers 3 times a year)



Overall, the Quality of Education is collated across the school through the use of online tracking systems, Go4schools and Bluesky. Both systems give a rigorous evaluation of the quality of teaching and learning at Maplewell.

The monitoring cycle also includes:

Regular formal and informal learning walks – this may include a variety of formats such as ‘drop-ins’ or tours of the school.

- Department review and Subject Progress Reports– triggered by examination results and to be used to guide support and direct challenge;
- Whole school work scrutiny as per calendar

There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is newly qualified.

Monitoring of teaching and learning is quality assured through a model of paired observation and scrutiny wherever possible. The monitoring of the quality of teaching also includes a comparison to outcomes to give a broader picture of the success of teaching over time.

Support for Teachers

Staff are supported in improving their teaching through lesson study and in the following ways:



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- Open Door/Sharing good practice/Tours of strength (observing good practice from colleagues)
- Coaching- see Coaching Policy
- Observing good practice at partner schools
- External courses when necessary
- Fortnight Heads of Department meetings with a SLT member

Spiritual, moral, social and cultural development of students

Rationale

School is about far more than learning the curriculum. Spiritual, Moral, Social and Cultural development is the term used to embrace this broader dimension, which at Maplewell has a strong emphasis on preparation for adulthood and British values. It ranges from teaching in religious studies and citizenship through to sex and relationship education and a wide range of extra-curricular and out-of-school activities. Importantly these vital dimensions of life and growth should be present across the entire curriculum.

Spiritual development

To help students in their positive spiritual development, all lessons and additional learning activities should be designed, wherever possible to:

- promote students' self-esteem by valuing and rewarding their efforts and achievements;
- encourage students to reflect on their learning and allow them to question and explore;
- provide opportunities in and out of lessons for them to discuss and exchange views;
- be supportive of those who seek faith or wish to strengthen it

When planning teaching and learning activities, staff should always try to promote an environment where there is:

- a willingness to co-operate with other pupils by balancing individual and collective needs;
- a readiness to celebrate others' efforts and achievements;
- a feeling of mutual respect and tolerance.

Cultural development

As well as developing an awareness of their own cultural roots, students should also be able to appreciate the diversity and evolution of cultural traditions. In comparison, Maplewell Hall School has a limited cultural mix of students, therefore, it is particularly important that the following should occur as part of their learning journey:

- in lessons, assemblies and tutor time students should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact;



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- Further opportunities for the above should take place in extra-curricular activities and school trips.
- Monitoring of spiritual, moral, social and cultural development of students (SMSC) in addition to the above considerations that take place when planning teaching and learning experiences at Maplewell Hall School. Some aspects of the SMSC agenda are explicitly taught in lessons.

Student and Parent Involvement

The views of students about lessons will also be sought as part of a student voice, learning walks, Pupil Governors, Students Voice and pupil surveys.

Parents have a considerable contribution to make to students' success in school. We look to engage with parental support in the following ways:

- Review their pupils' school books/work
- Support pupils in responding to their teachers' feedback
- Create the right environment and routines at home to enable home learning including revision to be completed.
- Liaison with the school through use of home school diaries and online system
- Parental surveys and responses at parental engagement evenings

Monitoring of Implementation and Evaluation of Impact

Signed (Chair of Governors)

Date