KING JAMES I ACADEMY

TEACHING, LEARNING, ASSESSMENT & REPORTING TO PARENTS POLICY

Agreed by Governors: January 2017

Review date: January 2018

Teaching, Learning and Assessment Policy

Aims:

To ensure that teaching, learning and assessment is a central focus across the Academy, recognising the different needs of all groups of learners, and planning lessons that include appropriate challenges and variety for all students to enjoy and progress within.

To ensure, also, that new initiatives and resources are disseminated across the Academy through an appropriate and creative CPD programme which is bespoke to all staff.

To ensure that parents are appraised of the progress of their children and can take action to support.

This policy incorporates 3 key elements of Academy policy:

1. **Teaching and Learning**
2. **Assessment**
3. **Reporting to Parents**

1. Teaching & Learning

Strategies:

The Headteacher and Senior Leadership Team (SLT) quality assure teaching, learning and assessment across the whole Academy throughout the year, assisted by Directors of Learning (DOLs) and outside agencies. Support is offered to all staff through the recognised member of SLT (one member of SLT is linked to each department). Targets and the reviewing of progress are maintained throughout the year to develop teaching learning and assessment for all staff at every level.

Quality assurance procedures across the Academy ensure effective teaching, learning and assessment is consistent within departments, including no notice book scrutiny and return book scrutines. These are carried out collaboratively by the link-SLT member of staff and the Director of Learning to ensure clear impact and progress is made. Quality assurance, departmental calendars, departmental self-evaluations and development plans link closely with termly review meetings carried out by the Head teacher. Homework setting scrutiny and the reviewing and updating of schemes of work to ensure new initiatives and practices are up to date are carried out consistently by SLT.

Lesson planning and evaluation templates are available on the DLG for all staff to access to ensure consistency in planning and assessing the quality of teaching, learning and assessment across the Academy. Further support documents are also available to ensure a consistent approach to teaching, learning and assessment across the Academy.

Procedures:

All staff plan lessons in line with current schemes of work (SOW) located within Departmental areas on the DLG and department evidence files. Objectives and assessments are explicit within the lessons and the tracking of targets and current progress of learners are used to inform planning and lesson preparation. Exemplary lessons and resources are also located within departmental areas for access by department staff, to promote good practice.

Homework:

Homework is set according to our Homework Policy (see separate document). Staff record homework onto SIMS which can be viewed by students and parents/carers. Homework is set to encourage students to develop confidence and self-discipline which are essential skills for life. Homework can be set in a number of different forms to best support our student's progress. Homework completion is recorded through SIMS and a weekly report is produced to identify non-complete homeworks. When three pieces of homework are not complete, appropriate action will be taken using a SIMS report. Tutors are responsible for making a phone call to parents to encourage them to support their child in completing missed homework and an extension date will be agreed, by which point the pupils is expected to have completed the outstanding homework.

Students will bring completed homework to tutors who will check before students return to these to class teachers. If homework is still not complete, tutors will inform Heads of Year and they will set an after-school detention. If students persistently fail to hand in homework Heads of Year are called to a meeting with the students and their parents. Next steps are to inform SLT if the above is not successful and further intervention will take place. This will involve an SLT detention and a further parental meeting to address the ongoing issues.
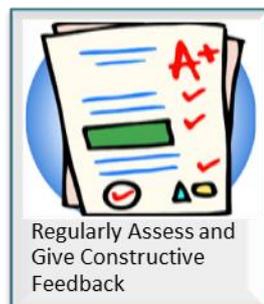
Climate for Learning:
The teacher's role in establishing a positive climate for learning through effective classroom management and fostering good relationships is crucial. Teaching, learning and assessment is most effective when:

- Teachers promote a positive ethos encouraging independent, self-reliant learners
- Expectations are high, consistent and clearly understood
- Relationships are maintained through the school's positive behaviour policy
- Achievement is celebrated in classrooms and across all aspects of Academy life
- Students' learning is supported with well-established routines for each lesson

Support staff are well informed, share planning and feel confident, having a good knowledge of what support they are providing in each lesson, and why.

Opportunities for teaching, learning and assessment beyond the classroom are exploited, such as assemblies, tutorial time and enrichment lessons.

Outstanding lessons include:

The Magnificent Seven

Plan for Rapid Progress

Engage and Include All Learners

Use Expert Knowledge and Real World Experiences

Be Creative and Inspirational

Regularly Assess and Give Constructive Feedback

Set Challenges and Demonstrate High Expectations

Promote Social, Moral, Spiritual and Cultural Empowerment

2. Assessment

What is Assessment?

We use the general term **assessment** to refer to all those activities undertaken by teachers and students, that provide information to be used as feedback to modify teaching and learning activities, and to inform improvement opportunities with regards to progress made by learners.

Such assessment becomes *formative assessment* when the evidence is actually used to adapt the teaching to meet student needs. In this regard, assessment information must be used to determine future learning opportunities, provide qualitative feedback and inform reports to parents.

Assessment also refers to the process which is undertaken by teachers in marking completed work, including qualitative feedback given. Pupil responses should form the next part of the assessment process, followed by teacher assessment of the improvements made by pupils.

Rationale

Assessment is an integral part of effective teaching and learning. It allows progress to be recognised
and celebrated, and it informs the next steps and priorities of both teachers and learners. It is inextricably linked to the curriculum, which provides the content and context of assessment. Assessment should, in all cases, be directly linked to the defined assessment criteria. This defined within
departments at Key Stage 3, and is defined by the appropriate examination board in Key Stages 4
and 5.

Much assessment takes place in day-to-day teaching where learners receive immediate verbal feedback and where teachers adjust their short -term planning in line with learners' needs. At other times, teachers need to stand back and reflect on the learner's overall performance across a subject or aspect of learning, drawing on a wide range of evidence to determine outcomes. This more periodic, holistic assessment provides a clear profile of attainment against recognised criteria. In this regard, assessment (teacher, self or peer) should always take place against the assessment criteria
determined in the scheme of work or programme of study. These assessment criteria should match with those on assessment records held at the front of pupil books. This methodology allows the teacher to identify the learner's strengths and priorities for improvement and informs the teacher's short and
medium-term planning. This means the teacher is able to personalise the curriculum for students effectively and teaching strategies can be adapted effectively (e.g. changes in groupings or differentiation based on needs) to meet the needs of all individuals.

How can assessment improve learning?

Improving learning through assessment depends on five, deceptively simple, key factors:
- the provision of effective feedback to students;
- the active involvement of students in their own learning;
- adjusting teaching to take account of the results of assessment;
- a recognition of the profound influence assessment has on the motivation and self-

esteem of students;

- the need for students to be able to assess themselves and understand how to improve.

Types of assessment

Diagnostic (or Baseline Assessment)

- Diagnostic assessment occurs at the beginning of the teaching/learning cycle
- This type of assessment will provide the teacher with an understanding of the knowledge and skills a student already has, as well as the strengths and specific learning needs of an individual or group of pupils.
- Diagnostic assessment is conducted prior to and during teaching and learning to determine:
- What existing knowledge, skills, attitudes, interests, and/or needs students have.
- the range and commonality of positive and negative aspects of progress and achievement
- what planning is required to meet the needs of individuals or groups of students
- Diagnostic assessment commonly takes place at the start of Year 7, and other key years in the assessment life of a given group of pupils.

Summative Assessment

Summative Teacher Assessment

This **is assessment of learning**. It is carried out at the end of a unit or key stage to make judgements about student's performance in relation to national standards. Teacher Assessment is rooted in level descriptors and grade criteria provided by the national curriculum or examining bodies. As the move towards grading students on a 1-9 scale continues, it is essential that Directors of Learning and other Middle Leaders define grading criteria accurately so that progress of pupils can be monitored and tracked accurately across Key Stage 3 and 4. At Key Stage 3, assessment criteria is determined in schemes of work, via assessment records. In Key Stage 4, course specifications provide assessment criteria. This means that middle leaders can accurately define assessment criteria on the 1-9 scale, and can demonstrate, track and inform progress based on this scale.

- Summative assessment is reliant upon Directors of Learning and Middle Leaders clearly defining their quality assurance procedures in departmental quality assurance calendars. Teachers should take part in standardisation, moderation and internal verification meetings to provide quality assurance. This data should be recorded and used for management purposes. It should be used in a formative manner. This is the responsibility of the Director of Learning/ other responsible staff as part of a departmentally-set quality assurance calendar and relies on the Director of Learning providing accurate and timely information in communications with SLT Link staff. In order to ensure that the role of the middle leader in using data to inform their practice and intervention, the following should be considered at each of the 3 or 4 annual assessment points:
    - ✓ What does the data say about achievement across the range of learners? (www.if statement analysis)
    - ✓ In which elements of the assessment criteria do pupils achieve best and worst?
    - ✓ What impact will assessment outcomes have on teaching strategies? (Individual teacher planning)
    - ✓ What intervention is required (and what impact does this have upon progress of learners?)

Summative – Internal & External Assessment

External assessment provides a standard picture of attainment usually at the end of key stage 4 or key stage 5, though external assessment can take place at any time. A student's performance is described in relation to the national standards. This data should be used in a formative manner and determines the final achievement and progress made by learners at key points in their academic life.

- It is used in combination with data from formative assessment to:
- describe what students know, can do and value
- evaluate student growth relative to the purpose of the lesson, activity, unit or programme
- evaluate student progress relative to national expectations

- Summative internal assessment takes place typically at the end of other key learning windows (e.g. End of Year 7 and end of Year 9). These are used to identify a picture of how students are achieving at the identified stage in pupils' academic lives, against the assessment standards they will be judged against at key external assessment windows (e.g. end of Year 11). For example, results at the end of Year 9 determine the distance travelled since the last key assessment (End of Year 8), and to be travelled by pupils by the end of Year 11. Importantly, 3 or 4 assessment points are defined in each academic year which provides a snapshot at a point in time which provides an accurate and current picture of pupil progress.

Formative and Qualitative Assessment for Learning & Links to Reporting to Parents

This is **assessment for learning**. It happens all the time in classrooms by teachers, and by their students informally. It is a dialogue between teacher and student in which positive and negative feedback is given, based on defined assessment criteria, and is used to drive improvement in pupil achievement and the progress they make. Teachers have a responsibility to provide qualitative feedback half termly (or twice half termly in some subject areas where more curriculum time is allocated to the subject area i.e. Maths, English, Science), and offer student's opportunities to respond to this feedback. Feedback given should be based on assessment criteria determined in schemes of work (KS3) and in programme of study specifications (KS4 and KS5).

Formative assessment is conducted throughout teaching and learning to:

- Provide information to the teacher and students about the progress being made
- Determine improvement opportunities for pupils based on set criteria which are commonly recognised by students and teachers.

Reporting to Parents takes place formatively identifies how students are achieving against end of year targets. This performance is, as in all cases, measured against the defined assessment criteria and is easily transferable to reports to parents which are provided termly.

The King James Marking Standard
Key Points – written assessment

- The success criteria need to be the reference point for a teacher's written feedback. These need to be shared and made clear to students in advance of study of key areas. Pupils must be kept informed of the assessment criteria which they are working towards, and have already achieved.
- Students should be given written feedback that provides clear evaluation of their strengths and weaknesses, prompts further thought and reasoning, and identifies the next step in their learning.
- Such written feedback should be provided in red pen at least half termly, with less detailed formative marking taking place at least fortnightly.
- Students should be given the opportunity to make improvements that have been identified immediately to ensure they understand the feedback they have received. This feedback should be received within 1 week of the assessment work being completed.
- To provide consistency across departments, pupils should always write in blue or black pen, with teacher marking in red pen. Green pen is to be used by pupils to make improvements. This makes it easier for a variety of staff to identify where improvements have been made and evidence progress over time.
- In addition to qualitative, formative assessment which should take place at least half termly, pupils should also receive more frequent 'Progress Marking' of work, which addresses overall progress made by pupils. This should include the use of basic feedback on work produced, marking for literacy and simple marking of general standard of the work produced. In some cases, feedback will require improvement, and 'improvement boxes' should also be used to record such improvements.

Key Points- self and peer assessment

- Peer assessment is when a pupil assesses the work of one of their peers against defined assessment criteria. Self-assessment is when this assessment criterion is used by pupils to identify strengths and weaknesses in their own work.
- Self and peer assessment should take place at least half-termly and should be used to determine strengths and improvements to pupil work. In the same way as written assessment, improvement boxes should be completed by students to identify strengths and weaknesses in their own work/ the work of their peers.
- Success criteria must be made explicit and transparent to students. This will help to ensure that they are able to identify when they have met the assessment criteria. In all cases, pupils should peer and self-assess against pre-determined assessment criteria from schemes of work or program specifications, or by criteria determined by the teacher in relation to a specific task, where appropriate.

Best Practice

- The most effective assessment will result in more detailed class and individual-based analysis which contributes to the generic planning process. For example, achievement of learners in specific topics within a unit of study may be tracked, and common areas of strength and development needs identified. This strategy could also be used to define intervention needs.
- Tracking of progress within coursework-based units of study should also be undertaken by teaching staff. Rag-based tracking sheets should be maintained so that pupils understand what has been achieved and what is yet to be achieved within a particular unit of study. This should also be used to inform planning, and specific teaching strategies to be used with specific classes.

Marking for Literacy

The following marks are to be used when marking for literacy:

Problem	What needs to be done?
Spelling errors	Spelling errors should be underlined. In a case where there are multiple spelling errors, pupils should re-write the misspelt words 3 times.
Capital letters not used	The teacher should circle the small letter to determine where a capital letter should have been used. The reason why (e.g. 'person's name') could be written on the same line.
Full stop needs to be used	The teacher should insert the '.' into the pupils work.
A new paragraph is needed	The teacher should write the word 'paragraph' in the appropriate place within the pupil's book.
Re-wording of a piece of text is needed	The teacher should underline the work in question with a wavy line
Pupils have made a good point, or work is well-written	Ticks and positive written feedback should be added to work by the teacher.

In order to support the development of literacy standards, all departments should provide a subject glossary to pupils. This is to be written or printed and kept inside of student books for referencing. Subject leaders should ensure that these glossaries are relevant to the specific year group and therefore topics taught. These glossaries may be completed by students, so that they evidence their ability to define the key terms covered within an area of study.

Reporting Achievement & Links to Reporting to Parents

Based on the model of assessment detailed above, formally reported results are provided by all teachers 3 or 4 times a year, and in accordance with the assessment calendar which is published annually. Staff use the 'best-fit' model to determine current working levels and then report these on SIMS by the dates published in the assessment calendar.

In order to determine reportable levels, teachers should use assessment records (based on the assessment criteria set out in schemes of work or programmes of study) to determine knowledge and skills which pupils have demonstrated. Using the best-fit model of assessment, a level can then be attributed based on pupil achievement of specific assessment criteria.

Quality Assurance of Assessment

At each of the 3 or 4 annual assessment windows determined on the academy assessment calendar, Directors of Learning need to provide exemplar assessments to the appropriate Key Stage Co-ordinator. This is a quality assurance measure which allows the KSC to determine the appropriateness and quality of the assessment which has taken place, and therefore make a judgement on the validity of the assessment data recorded on SIMS.

At each assessment window, the Director of Learning should provide 3 examples of completed assessment for each year group. A high, middle and low ability learner's assessment should be provided in each case.

In addition, external moderation of assessment can take place, as appropriate and as determined by the Director of Learning within a given subject area, or by other key staff (e.g. Key Stage Co-ordinator).

3. Reporting to Parents

Aims
The Academy recognises and values the achievements of every student whilst expecting the highest standards. We strive to develop in each student an understanding of themselves, their own abilities and the way forward.

Purpose
Through assessment staff can gauge the effectiveness of their teaching strategies, ensure the curriculum is covered, and plan for the future. Recording stores relevant and important data, which allows accurate and meaningful reporting of progress to both students and their parents/guardians.

Strategies
In bridging from Key Stage 2 to Key Stage 3 the Academy uses Key Stage 2 results and start-of-Year 7 baseline analysis to determine teaching groups.

1. Assessment
Each department will have an approach to assessment which:
- Is appropriate, fair, ongoing and operated by all members of the department;
- Is in line with National Curriculum and syllabus requirements;
- Is regularly reviewed and standardised within the department;
- Is familiar to the students and allows them to take part in planning future progress;
- Uses the full range of assessment techniques including, observation, oral questioning, practical problem solving, self-assessment and testing.

2. Recording
Departmental policies will fulfil the following:
- Develop an efficient, manageable system, which provides up to date information for colleagues and students;
- Ensure that regular review sessions take place;
- Can contribute to the KS3 and KS4 tracking sheets.

3. Marking
Departmental policies will include:
- Clearly understood shared criteria;
- Diagnostic and formative comments showing ways of improvement;
- Use of the Academy rewards system.

4. Reporting
There are three main opportunities for staff to communicate student progress to parents:

- Termly report- this identifies student achievement v end of year targets, behaviour, effort and quality of homework provided by each student.
- Parents Evenings or Open Days when staff have the opportunity of direct contact with Parents/Guardians.
- Personalised contact with parents by classroom teachers or by Directors of leanring within specific department.