

TEACHING, LEARNING, ASSESSMENT AND FEEDBACK POLICY

(Framework for the evaluation of performance including pupil assessment procedures)

<u>DOCUMENT CONTROL</u>	
OWNER:	HEAD
Current version no:	1
Reviewed:	September 2023
Next review:	September 2024

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1. AIMS

This policy aims to:

- explain how we'll create an environment at our school where students learn best and love to do so;
- summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school;
- promote high expectations and raising standards of achievement for all students in our School;
- involve students, parents and the wider school community in students' learning and development.

2. OUR GUIDING PRINCIPLES

At London Park School Clapham, we aim to provide a inspiring and integrated education for every student. The success of the School and that of our students rests on the quality of the learning that takes place both in our classrooms and within the wider school experience.

We believe that students learn best at our school when they:

- have their basic physical needs met;
- feel secure, safe and valued;
- feel a sense of belonging to the group;
- are engaged and motivated;
- can see the relevance of what they are doing;
- know what outcome is intended;
- can link what they are doing to other experiences;
- understand the task;
- have the physical space and the tools needed;
- have access to the necessary materials;
- are not disrupted or distracted by others;
- can work with others or on their own, depending on the task;
- are guided, taught or helped in appropriate ways at appropriate times;
- can practise what they are learning;
- can apply the learning in both familiar and new contexts;
- can persevere when learning is hard;
- can manage their emotions if things are not going well;
- recognise that all learners make mistakes and mistakes can help us learn.
- can ask for help when needed
- are able to develop their curiosity

We therefore aim:

- to provide an education so that all students can learn and make progress;
- to provide a stimulating and safe learning environment for all students and teachers, ensuring classrooms are positive and inspiring learning environments and resources available to teachers are of a high standard;
- to ensure all students increase their understanding and develop their skills in the subjects taught;
- to provide a broad, balanced and fit for our students, curriculum that will motivate, engage and challenge whilst also equipping them with the skills required for the next stages of life;
- to ensure teachers have good knowledge and understanding of the subject they teach and of pedagogical skill;
- to set high expectations for all students to raise their aspirations;

- to constantly seek to raise standards of both teaching and learning and ensure that our collective practice remains up-to-date and innovative
- to share best practice amongst staff

3. LINKS WITH OTHER POLICIES

This policy should be read in conjunction with the following policies and procedures:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- E-Safety Policy
- Curriculum Policy
- Learning Enrichment, SEN, EAL
- PHSE Policy and Schemes of Work
- 3-year accessibility plan
- Admissions Policy
- SMSC Policy
- RSE Policy

4. ROLES AND RESPONSIBILITIES

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. This is how we will always create the conditions for students' learning:

4.1 Governors

Governors at London Park School Clapham will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on students' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4.2 Senior Leadership Team

Senior leaders at our school will:

- have a clear and ambitious vision for providing high-quality, inclusive education to all, implementing this policy and revising it from time to time considering evolving needs;
- celebrate achievement and have high expectations for everyone;
- hold staff and students to account for their teaching and learning, including setting targets, monitoring by Learning Walks, Classroom Visits and formal observations; monitor assessment across the school by conducting work scrutinies;
- evaluate summative assessment results (Digital tests, formal tests & GCSE results) and set targets for departments;
- plan and evaluate strategies to secure high-quality teaching and learning across the school;
- manage the allocation of department resource budgets to support high-quality teaching and learning;
- provide support and guidance to other staff through coaching and mentoring;
- input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge;
- promote teamwork at all levels, for example by buddying teachers up to support one another where appropriate;

- address underachievement and intervene promptly;
- meet the expectations set out in this and linked policies.

4.3 Heads of Department/Subject Leaders

Heads of Department/ Subject Leaders at London Park School Clapham will:

- help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills;
- sequence schemes of work and lessons in a way that allows students to make good progress from their starting points;
- maintain department paperwork;
- use their budget effectively to resource their subject, providing teachers with necessary resources for learning;
- drive improvement in their subject/phase, working with teachers to identify any challenges
- oversee the plan for their subject to allocate time for students to:
 - *Achieve breadth and depth
 - *Fully understand the topic
 - *Demonstrate excellence
- moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data;
- improve on weaknesses identified in their monitoring activities;
- create and share clear intentions for their subject/phase;
- encourage teachers to share ideas, resources and good practice, through day-to-day contact and regular meetings which are minuted;
- meet the expectations set out in this and all other school policies.

4.4 Teachers

Teachers at our school will:

- follow the expectations for teaching and professional conduct as set out in the Teachers' Standards and the Dukes' teaching standards . Both of these documents are saved in the SharePoint;
- actively engage parents/carers in their child's learning by attending parents' evenings, writing reports and producing tracking data, contributing to the newsletters, including clearly communicating the purpose of homework which is set on Teams;
- update parents and carers on students' progress according to the published programme of reports and grades (see section 10 and appendix 2);
- meet the expectations set out here, and in the policies linked to this one, particularly the Staff Code of Conduct, the Behaviour Policy and the E-safety Policy;
- create schemes of work in line with department and school aims;
- identify and promote cross curricular and experiential learning opportunities wherever possible;
- alongside delivery of syllabus content, ensure formative and summative assessments are undertaken and recorded;
- modify teaching, responding to assessment findings;
- analyse assessment data to identify patterns of performance and student needs;
- work in collaborative teams to design and evaluate assessments;
- show an awareness of the diversity of the learning styles of a class by using a variety of assessment and teaching strategies;
- provide timely written and oral feedback on assignments.

4.5 Students

Students at our school will:

- take responsibility for their own learning, and support the learning of others;
- meet expectations for good behaviour for learning at all times, respecting the rights of others to learn ;
- attend all lessons on time and be ready to learn, with any necessary equipment for the lesson;
- be curious, ambitious, engaged and confident learners;
- know, and set their own targets and how to improve;
- put maximum effort and focus into their work;
- complete homework activities as required;
- maintain a good attendance record;
- meet the expectations set out in the Behaviour Policy and the E-safety Policy.

4.6 Parents and carers

Parents and carers of students at our school will:

- value learning;
- encourage their child as a learner;
- make sure their child is ready and able to learn every day;
- support good attendance;
- participate in discussions about their child's progress and attainment;
- communicate with the school to share information promptly and appropriately;
- provide resources and an environment at home to support learning;
- encourage their child to take responsibility for their own learning;
- support and give importance to homework.

5. PLANNING

London Park School Clapham's curriculum and its philosophy is described fully in the school's curriculum policy.

The school believes in a full curriculum for all students. Students with identified needs will have their curriculum adapted, such as support from the Learning Enrichment team or increased study time to support their studies.

Each department/subject has its own Schemes of Work for all year groups, stored in Sharepoint, which detail subject-specific approaches and strategies.

Lessons will be planned well to ensure good short-, medium- and long-term progress.

Teachers should show a good understanding of the aptitudes, needs and prior attainments of the students (through baseline data and previous achievement), and ensure that these are considered in the planning of lessons. Teachers should thus plan lessons, and series of lessons which:

- develop good knowledge of the topics;
- are focused on developing key skills;
- are clear in purpose and outcome;
- should demonstrate aspects of the following:
 - *students are engaged
 - *students are motivated
 - *students make progress
 - *students are challenged
 - *students are supported
- facilitate progress in learning according to their ability and achieve their full potential;
- use a range of tasks in their delivery

- are differentiated to cater for varying learning needs by task, resources, outcomes and/or method;
- use personalised learning profiles created by our Learning Enrichment department for those with a special educational need as working documents and include teacher and student ideas and techniques on how to adapt lesson delivery and teaching for each student;
- encourage the application of intellectual, physical and creative effort;
- encourage students to work both independently and collaboratively, developing their sense of self-motivation;
- use stimulating resources including use of digital technology;
- maintain a good level of pace and challenge for all students through a variety of activities;
- utilise effective strategies for managing behaviour and encouraging students to act responsibly;
- utilise effectively a wide range of high-quality classroom resources;
- ensure clear and regular feedback is given to students to facilitate progress.
- to ensure students have the freedom to experiment, express opinions, explore and take on new challenges.

Subject Leaders and Heads of Department share best practice through HoD s/SLs and staff meetings and provide help and guidance with staff.

All departments are expected to maintain and update a good knowledge and understanding of the subject-matter being taught both in relevance to any examination criteria or recent developments within that subject.

6. LEARNING ENVIRONMENT

When students are at school, learning will take place in classrooms, outdoor spaces, common spaces and specialist teaching areas.

These spaces will be kept safe, clean and ready for students to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as the library and sensory room
- Posters of material students have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support students' learning

7. DIFFERENTIATION

Teaching and learning at our school will take the backgrounds, needs and abilities of all students into account. We will differentiate learning to cater to the needs of all our students, including:

- Students with special educational needs and disabilities (SEND)
- Students with English as an additional language (EAL)
- Disadvantaged students
- Students that have a higher learning potential

Differentiation is the use of a variety of teaching methods, in response to the individual needs of all students, in order to maximise their progress. Differentiation is likely to apply to one, or more, of these areas:

- Teaching methodologies
- Learning activities
- Setting and streaming in Maths for Y9&10
- Schemes of work

- Assessment methods
- Classroom arrangements
- Rewards and sanctions

Differentiation occurs at two different levels at London Park School Clapham:

Curriculum Level

- Year 10 students are taught in single groups for the majority of option subjects. Where a subject is in multiple option blocks, students are in the block according to their option choices. Mathematics has two based on ability. Science is split among those doing separate or combined sciences; if in doubt, students can follow the separate syllabus and drop down to the combined award if needed.
- Each student's GCSE choices are made in discussion with their form tutor and parents. Students will be advised on how many GCSE's they should study with a minimum of 7 and a maximum of 10, (under extenuating circumstances some may take less). GCSE Options and Information evening takes place in the Spring term of Year 9 to allow plenty of time for these discussions to take place. The Senior Leadership Team look through these carefully to ensure that the choices are well balanced and meet the needs and future aspirations of the student, as well as presenting a realistic challenge for each one.

Classroom Level

- Our teachers adapt lessons to meet the individual needs of our students. The departmental handbooks offer more ideas, guidance and detail on how to do this for each subject.
- Types of differentiation in the classroom:
- **by content** - adapting the material to be accessible and yet challenging to all students.
- **by resource** - providing different materials for different students depending on ability so that they can access the curriculum in an appropriate manner.
- **by task** - giving different students different tasks to do so giving them access into the curriculum at different points.
- **by support** - the teacher offers support to all students but concentrates support on the weaker students and looks for assistance outside the classroom for them if necessary.
- **by response to outcome** – marking, feedback and assessments are completed on a relative basis depending on the perceived ability of the students.

The effectively differentiated classroom environment will:

- Provide an entry route into topics for all students, with a wide variety of learning styles
- Allow for a common core of shared experience and material
- Provide a way to enable the less academically capable and the reluctant learner
- Offer relevant and creative extension work to stretch the more able students
- Give an allowance for students to explore areas of interest individually
- Encourage self-motivation and independent learning
- Give opportunities for all students, whatever their current attainment, to work with others and learn from each other, to the benefit of everyone.
- Group students by shared interest, topic, or ability for assignments.
- Manage the classroom to create a safe and supportive environment.
- Continually assess and adjust lesson content to meet students' needs.

All teaching staff should:

- Address fully the range of abilities and learning styles that are encountered
- Ensure effective differentiation for both set and mixed-ability groups

- Provide a continuously motivating passage through a subject
- Ensure that the support and encouragement given to each student is appropriate for their current needs and future development

Teaching support staff attached to the Learning Enrichment department provide extra support with one-to-one assistance to some students, EAL support, small-group support working within classrooms. Further details are given in the Learning Enrichment Policy.

8. HOMEWORK

Homework will support students to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

Homework should always be meaningful and purposeful, not simply busy work. The purpose of homework at London Park School Clapham is:

- Reinforcing and understanding of lesson content
- Provide an opportunity for feedback
- To use the constructivist classroom approach, preparing students for the next class leaving class time for the higher-level tasks and learning

Homework tasks may vary in complexity, difficulty and purpose. Homework will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Tasks are set in accordance with the homework timetables. The time allowance according to the homework timetable is an estimate and longer or shorter tasks may be appropriate to keep the work meaningful and purposeful and in response to other circumstances such as residential trips or periods of examination.

- Year 7: 30 minutes per week per subject. English, Maths, Science; Art, Humanities and French & Spanish on alternate weeks.
- Year 8: 30 minutes per week per subject. English, Maths, Chemistry, Biology, Physics, Art, Music, Humanities French and Spanish.
- Year 9: 30 minutes per week per subject. All subjects excluding Global citizenship, Drama, PSHE, Sport & PE
- Year 10 and 11; approx. 60 minutes, (at the discretion of the teacher), per week per subject

All homework will be made available as an assignment on Teams. The homework schedule is published to students, teachers and on the Parent Portal.

Any necessary equipment or resources will be provided, loaned or made accessible.

9. MARKING AND FEEDBACK

9.1 Teacher feedback

Feedback will clearly explain to students what they're doing well and what they need to do next to continue to improve their work.

It will be given in the any of the following manner:

- verbally
- in written marking
- digital marking
- low stakes testing in class
- marking sheets

- self and peer assessment and feedback

Feedback from teaching staff is used by students to make progress through a process of reflection and response.

The marking of students' work by teachers is one element of both formative and summative assessment at London Park School Clapham.

The marking of work by teachers should be in line with the school marking scheme, which is displayed in all teaching rooms, (Appendix 1) and completed in a clear and simple manner, enabling the student to make progress on the unit of learning.

We recognise that different subjects need to employ an additional range of approaches.

Teachers should set work with the consideration of how they intend to deliver feedback in mind.

Student reflection and response should take place following assessments so that students can demonstrate an awareness on how to improve in their assessed work.

The following pen colours are used:

- Student work Blue/Black
- Student self-assessment Green
- Teacher notes Purple

Students will be encouraged to be reflective of their own learning, developing this skill as they progress through the years.

9.2 Student Feedback on Teaching and Learning

A genuine dialogue with students about the positive and negative features of their lessons can provide an extremely powerful tool in raising standards through enhancing classroom experience and improving outcomes and so our teachers will regularly seek student feedback. Student feedback varies significantly in terms of its format and the specific learning episodes that are analysed, but it could include the following:

- Quick feedback on whether students have enjoyed a particular learning episode (e.g. through a show of hands, symbols on students' 'show-me' boards or in a classroom 'comments book').
- A structured questionnaire on teaching over a longer time period such as a half-term

10. ASSESSMENT & RECORDING

At London Park School Clapham, we promote the healthy academic development of all students through a rigorous and consistent approach. The assessment framework is looked at in a holistic way running through all year groups. Data is used to track student progress across academic subjects. Formative assessments and report data is centrally tracked to show individual progress and each student is tracked against themselves in this manner rather than compared to the cohort.-KS3 and Year 10 have end of year assessments in the form of an examination week. The type and length of assessments varies from subject to subject and for each year. Years 10 and 11 have two sets of mock examinations, one in the Autumn Term and one in the Spring or Summer Term.

10.1 Purpose of Assessment

- To measure and monitor progress
- To recognise and celebrate achievement

- To inform lesson planning and curriculum development
- To communicate to students and parents effectively
- To identify misconceptions
- To develop student ownership of learning.

10.2 Assessment Types

10.2.1 Baseline Testing

London Park School Clapham will carry out a baseline test in the first term of the academic year, following the CEM MidYIS (Key stage 3) and Yellis (Key stage 4) testing format, accredited by the University of Cambridge. The data collected from this assessment will be used internally, to inform progress, attainment, target and predicted grades in Year 7 through 11.

10.2.2 Formative Assessment

This is defined as a range of formal and informal assessment procedures conducted by teachers during the learning process. Feedback is given verbally or by using the school marking policy. (See Teacher feedback section).

10.2.3 Summative Assessment

This is defined as assessments that are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit or school year. Year 7 & 8 students have a formal examination week in the Summer Term, with Year 9 & 10 having an additional week in the Autumn Term, Year 9s to inform GCSE choices and Year 10's as mocks. Year 11 have an additional set of mocks in the year. This data is analysed against the Midyis and Yellis baseline testing results to inform pupil performance and identify attainment gaps.

10.3 Feedback to Parents

Parents will receive a variety of feedback and can expect a minimum of one formal feedback each term in the form of; grades for attitude to learning and academic attainment; full written reports; meetings between parents, pupils and subject teachers or between parents and tutors. The reporting schedule is drawn up in line with the academic calendar at the beginning of each academic year and this details what type of report should be produced each half term and will take into consideration timings of examinations and parents' evenings. Reports are published on My School Portal.

Staff are all responsible for checking reports for accuracy and consistency. The comments should always be consistent alongside effort and achievement grades. All comments should be individual to the student, positive in nature but also realistic and should raise any issues identified with engagement, progress and homework. Staff are expected to follow the school style guide when writing reports. Responsibility of report checking is dictated by the report guidelines.

Attitude to Learning Descriptors

We expect the Attitude to Learning of our students to be good across the curriculum. A student working in this manner is doing everything that is required to continue to make good progress and meet their academic potential. The attitude to learning covers participation, diligence and attainment, please see the teacher guidance for awarding ATL grades in the share point.

11. MONITORING AND EVALUATION

We will monitor teaching and learning at London Park School Clapham to make sure that all of our students make the best possible progress from their starting points.

School leaders/heads of department/subject leaders/curriculum leaders will monitor and evaluate the impact of teaching on students' learning through, for example:

- Conducting learning walks
- Classroom visiting and observation
- Reviewing marking and feedback: the staff discuss marking and feedback in CPD meetings and HoDs/SLs meetings
- Gathering input from the school council
- Planning scrutinies: all schemes of work are reviewed annually and the Director of Studies reviews them.
- Book scrutinies: these are part of the performance management system and are also checked by the Head of the Department as a part of their monitoring of their department.

APPENDIX 1

London Park Schools

Marking Scheme

3

Excellent work displaying great confidence!

2

You are getting there but may have made some simple mistakes.

1

You have begun to understand the learning objective but need support and practice.

You may be given a percentage mark or mark out of the number of questions expected of you.

U = Unfinished Work. Please see the teacher.

M= You have been given a Merit.

Comments on what you have done well and what you need to do to improve may also be present.

Your teachers will use the following code. Check you understand what it means:

p = punctuation error	sp = spelling error
g = grammar error	? = does not make sense
^ = word/phrase missed out	sl = slang word
// = indent/new paragraph	r = use a ruler

Self Assessment

WWW—What went well EBI—Even better if NS—Next steps

APPENDIX 2

Reports and Parents Evening Schedule 2023-24

Schedule of assessments, reports and parents' evenings

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	<p><u>MidYis</u> Test</p> <p>Parents' evening with tutors with a focus on settling in.</p> <p>Attitude & attainment grades.</p>	Full written report.	Parents' evening with subject teachers.	Attitude & attainment grades.	End of year assessments.	Attitude & attainment grades within full written report.
Y8	<p><u>MidYis</u> Test</p> <p>Parents' evening with tutors with a focus on settling in.</p> <p>Attitude & attainment grades.</p>	Full written report.	Attitude & attainment grades.	Parents' evening with subject teachers	End of Year Assessments.	Attitude & attainment grades within full written report.
Y9	<p><u>MidYis</u> Test</p> <p>Parents' evening with tutors with a focus on settling in.</p> <p>Attitude & attainment grades.</p>	<p>Results from exam week</p> <p>Full written report</p>	Attitude & attainment grades.	Parents' evening with subject teachers, focusing on GCSE choices.	End of Year Assessments.	Attitude & attainment grades within full written report.
Y10	<p><u>Yellis</u> Test</p> <p>Parents' evening with tutors with a focus on target setting.</p> <p>Attitude & attainment grades.</p>	<p>Results from exam week</p> <p>Parents' evening with subject teachers with a focus on transition to GCSE courses.</p>	Attitude & attainment grades.	Full written report.	End of Year Assessments.	Parents' Evening with subject teachers, focusing on key targets and ' <u>working towards</u> ' grade for GCSEs.