Teaching, Learning, Assessment and Feedback Policy

Name	Teaching, Learning, Assessment and Feedback Policy
Regulatory or legal requirement addressed by policy	
Policies referred to	Teaching & Learning
Approved by	Board of Governors 3 September 2026
Policy owned by	Deputy Head Academic
Date Effective From	September 2026
Date of next review	August 2027
Published on website	Yes

This Policy will be reviewed and updated annually or more frequently when there are changes in legislation and/or government guidance.

Contents

1. Aims 3
2. Our guiding principles 3
3. Links with other policies 4
4. Roles and responsibilities 4
5. Planning 7
6. Learning environment 8
7. Adaptation 9
8. Homework 10
9. Marking and feedback 11
10. Assessment, recording and reporting 12
    10.2.1 Baseline Testing 13
    10.2.2 Formative Assessment 13
    10.2.3 Summative Assessment 13
11. Monitoring and evaluation 17
11. Review 17

1. Aims

This policy aims to:

- explain how we will 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 Mayfair, Sixth & Hybrid (the 'School'), we aim to provide an all-round, broad education for each student. The success of the School and that of our students rests on the quality of the learning that takes place in our classrooms.

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.

We therefore aim:

- to provide an education so that all students have the opportunity to 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 on leaving school;
- to ensure teachers have good knowledge and understanding of the subject they teach and of pedagogical skill;
- to set high expectations for all students in order 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 and Laptop Policy
- 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 our School 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 in light of evolving needs;
- celebrate achievement and have high expectations for everyone;
- hold staff and students to account for their teaching and learning , including monitoring by Learning Walks, Classroom Visits and formal observations; monitor assessment across the school by conducting work scrutinies.
- To evaluate summative assessment results (formal tests, GCSE results and A level results) and set targets for departments;
- plan and evaluate strategies to secure high-quality teaching and learning across the school;
- manage resources 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 team working 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 our School 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;
- 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
- timetable 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
- actively engage parents/carers in their child's learning by attending parents' evenings, writing reports and producing tracking data, contributing to the weekly 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);
- 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;
- focus on the assessment of students' learning, not just 'delivery' of syllabus content;
- modify teaching in light of assessment;
- 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
- keep a record of all student assessments

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 their targets and how to improve;
- put maximum effort and focus into their work;

- complete homework activities as required;
- 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;
- provide resources and an environment support learning;
- encourage their child to take responsibility for their own learning;
- support and give importance to homework.

5. Planning

LPS Mayfair, Sixth and Hybrid's curriculum and its philosophy is described fully in the school's curriculum policy.

The school believes in a full curriculum for all students. No student will be put on a part time timetable. Instead, students with identified particular needs and 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 mapping and 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 taken into account in the planning of lessons. Teachers should thus plan lessons, and series of lessons which:

- 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 demonstrate enjoyment

- students engage quickly
- facilitate progress in learning according to their ability and achieve their full potential;
- use a range of tasks in their delivery
- are differentiated in order to cater for varying learning needs by task, resources, outcomes and/or method;
- use ILPs (personalised learning plans 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 (e.g. the Lounge), halls, music rooms, the library, the gym and the Drama Centre.

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 reading corners and quiet areas, for example in the Lounge and Coventry.
- 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. Adaptation

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 of our students, including:

- Students with special educational needs and disabilities (SEND)
- Students with English as an additional language (EAL)
- Disadvantaged students
- Students that are gifted and talented (G&T)

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

- Teaching methodologies
- Setting and streaming
- Schemes of work
- Assessment methods
- Classroom arrangements
- Rewards and sanctions

Adaptation occurs at two different levels at our School:

Curriculum Level

- Year 7 and 8 students are set for English, Mathematics and Science based on ability. In all other subjects students are allocated into teachable groups with either mixed ability or streamed where appropriate.
- Year 9 students are taught in two balanced groups for all subjects except Mathematics, English and Science for which they are set.
- 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. English and Mathematics have sets based on ability. Science is split along those doing separate or combined sciences; if in doubt, students can follow the triple syllabus and drop down to the double award if needed.
- Each student's GCSE choices are made in discussion with their form tutor and parents. GCSE Options and Information evening takes place in January of Year 9 to allow plenty of time for these discussions to take place. The Senior Leadership Team and Head of Year 9 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 adapted 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 LE department provide extra support with one-to-one assistance to some students, EAL support, small-group support working within classrooms and without. 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 Mayfair 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.

- Years 7-9: Will be set a homework task every 3 lessons per subject. English, Maths and Science will be set a homework task every week. Tasks should not exceed 30 minutes.
- Year 10 and 11: Will be set a homework task every 3 lessons.
- Year 12 and 13: Will be set a homework tasks in accordance with the needs of the qualification. Students will have up to 4 hours of independent study work per subject a week.

Homework is set as an Assignment on Microsoft Teams, although the resources to complete the task may be handed out in physical form.

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 are doing well and what they need to do next to continue to improve their work.

It will be given by

- Verbally
- In marking students' written work
- digital marking
- low stakes testing
- 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. Dedicated Improvement Time (DIT) is provided for students to complete this both in and out of lessons.

The marking of students' work by teachers is an important (though not the only) element of both formative and summative assessment at London Park School Mayfair.

Formative marking of written work by teachers should be prompt (within a week), clear, dialogic, result in a student response such that it enables the student to learn and make progress from the work done.

Teachers will work with students on their responses to marking and action tasks. The purpose of this approach is:

- To encourage and maintain a continuous dialogue between teachers and students
- To encourage students to develop ownership of their learning through reflection
- To assist students to recognise areas of their strengths and areas to develop

Student response can be of a range of types including responses using the school marking code, target setting, redrafting, corrections, application of concepts in the next piece of work, recognition of strengths and areas to develop and other methods.

Teachers should set work with the consideration of how they intend to deliver feedback in mind. Student reflection and response should also 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 response in green
- Teacher notes in red

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').
- Comments on the strengths and weaknesses of a specific lesson
- A structured questionnaire on teaching over a longer time period such as a half-term

10. Assessment, recording and reporting

At London Park School Mayfair, 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, and each student is tracked against themselves in this manner rather than compared to the cohort. Year 7, 8, 9 ,10 and 12 have

mid-year and end of year assessments in the form of an examination weeks. The type and length of assessments varies from subject to subject and for each year. These are graded according to the public examinations framework that applies to that age group. Year 11 and 13 have mock examinations in the Spring 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

The School will carry out a baseline test in the first term of the academic year, following the CEM MidYIS (Key stage 3), Yellis (Key stage 4) and Alis (Key stage 5) testing format, accredited by the University of Durham. The data collected from this assessment will be used internally, to inform progress, attainment, target and predicted grades in Year 7 through 13.

At entry to the School, students will take the GL-Assessment, NGRT (New Group Reading Test) to assess students reading strengths and weaknesses.

Year 7 and other new KS3 students complete the MidYis and NGRT. Year 10 and other new KS4 students will complete Yellis. Year 12 and other new KS5 students will complete Alis.

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 using the school feedback policy designed around student reflection and response. Subject specific changes are reflected in the subject handbooks.

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. Key Stage 3 students have a formal examination week in the Summer Term. Year 10 have a mock week at the same time. Year 11 have an additional set of mocks in the year.

10.3 Feedback to Parents

Parents can expect a minimum of one formal feedback each term in the form of Long reports, Short Reports of Parents Evening Consultation. 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 the Parent 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, homework and so on. 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 includes: quality of classwork, homework, engagement and organisation.

Quality of Classwork	**Outstanding** – Consistent high level of effort and excellent attitude to learning
Quality of Homework	**Good** – The student is meeting expectations without going above and beyond
Engagement	**Inconsistent** – The student's effort levels are generally satisfactory. However, there is high degree of inconsistency in their effort levels.
Organisation	**Insufficient** – The student's effort levels are regularly unsatisfactory. There is high degree of inconsistency in their effort levels, preventing them from making satisfactory progress.

Attainment Descriptors

Key stage 3:
At Key Stage 3, attainment indicators are communicated to parents through written or verbal reports on student progress. Departments use subject-specific matrices of key knowledge and skills to make informed judgements about each student's current level of understanding and development. This approach ensures that progress is assessed consistently and meaningfully across subjects.

How this links to Key Stage 4
As soon as students start their GCSE courses in Year 10, they will switch to the current system of reporting at Key Stage 4. All students sit a baseline assessment at the beginning of Year 10. The assessment allows the school to predict the GCSE target grades Year 10 students are on track to achieve for each subject at the end of Year 11. Consequently, as students move further up the school, both students and their parents/guardians will receive increasingly precise forecasts about what they are likely to achieve at the end of Year 11.

Key Stage 5
Progress Reports are published each year which contain an overall A*- E or U (no pass) for each subject as well as information about a student's attitude to learning including their quality of classwork, homework, engagement and organisation.

Quality of Classwork	**Outstanding** – Consistent high level of effort and excellent attitude to learning
Quality of Homework	**Good** – The student is meeting expectations without going above and beyond
Engagement	**Inconsistent** – The student's effort levels are generally satisfactory. However, there is high degree of inconsistency in their effort levels.
Homework Independent study	**Insufficient** – The student's effort levels are regularly unsatisfactory. There is high degree of inconsistency in their effort levels, preventing them from making satisfactory progress.

Homework and Independent Study

Homework and Independent Study are an important part of learning in the Sixth Form. Independent Study is not simply completing homework, but reflects the time each learner spends reflecting on their work, reading around a subject, or engaging in wider learning via the internet, television and social media, for example by subscribing to TED Talks.
Independent study is fundamental to success in the sixth form and at university. We timetable all students for three periods of independent study in a room staffed with a teacher; this should be seen as just a beginning. A regular and genuine commitment to independent study will pay huge dividends in final grades.

Key Piece Assessment
Indicates the students' current A Level (or equivalent) grade achieved in a specific piece of work or test, carried out during the Block Assessment week.

Ongoing grade
Indicates the current grade that the student is working at, taking into account all work completed during the term, not just during the assessment week.

Predicted Final Grade
Indicates the grade that your child's teacher believes that they are most likely to achieve at the end of the course. This is based upon a teacher's professional judgement of the ability and performance demonstrated to date.

Target grade
Shows the grade that a student should aspire to and could, at best, achieve at the end of the course. This is based upon the baseline assessment as well as a teacher's professional judgement of ability and performance demonstrated to date.

Other Reporting Moments

Tracking Points
Internal tracking as per short reports before parents evening into iSAMS allowing students to have complete overview of parent progress.

Grade Card (Examinations and Mocks) - Grade card without comments sent home to reflect working at grades.

Reports may also at times include a Predicted Grade, Working at Grade (WAG) or Target Grade

11. Monitoring and evaluation

We will monitor teaching and learning at London Park School Mayfair 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
- Termly student progress meetings
- Gathering input from the school council
- Planning scrutinies: all schemes of work are reviewed annually and the Deputy Head (Academic) reviews them.
- Book scrutinies: all year groups have a book scrutiny once a year, where a panel of HoDs chaired by the Deputy Head (Academic) gives samples students' work and gives feedback to teachers.

11. Review

This policy will be reviewed annually by the Deputy Head (Academic). At every review, the policy will be shared with the full governing board.

END OF DOCUMENT