



THE SALTERNS ACADEMY TRUST: TRAFALGAR SCHOOL

TEACHING, LEARNING & ASSESSMENT POLICY



Date Reviewed:	October 2021	Reviewed by:	A. Raeburn, Deputy Headteacher	Next review:	October 2022
Summary of changes made:					

Article 28 – Right to education: ‘Young people should be encouraged to reach the highest level of education of which they are capable.’

Great teaching transforms lives. Young people only get one chance at their education; we must make sure they get the very best one with us. Every lesson, every day counts.

At Trafalgar School, teaching and learning is at the heart of everything that we do. We strive to foster a love of learning, ensure successful outcomes and raise aspirations to prepare students for the wider world. A broad and balanced, personalised curriculum underpinned by our core school values ensures every child is challenged as we support them in becoming well rounded, confident and respectful young people.

Aims:

- To develop successful learners who have high aspirations for their future
- To develop confident, articulate young people
- To challenge all students by having the highest expectations of what they can achieve
- To ensure that expert pedagogy, strong subject knowledge and knowledge of our students continuously improves planning
- To use current, evidence-based research to inform CPD and effectively share best practice within and beyond our school community.

All students are entitled to:

- Thoroughly planned lessons, underpinned by our Trust Teaching and Learning Principles
- Learning opportunities which successfully build on schemas, enable them to apply skills and knowledge in a range of contexts and which promote the transfer of knowledge into their long-term memory
- Opportunities for their effort and success to be celebrated
- Experiences to enhance confidence articulation through developing good literacy and oracy skills
- Be enthused and excited by their learning and develop positive learning habits
- Regular, incisive and personalised feedback which enables them to develop the metacognitive skills to reflect on their learning and make progress
- Complete regular and thorough assessment which enables them to confidently articulate their learning journey
- Access to high quality digital resources which support their learning
- Appropriate home learning and revision support which enables them to be successful.

Our learning environment will:

- Use relational practice to promote a positive ethos, mutual respect and positive, professional relationships
- Encourage a growth mind-set attitude to learning and encourage creativity, problem solving and independence
- Ensure that all students can access the curriculum and are constantly challenged
- Set clear objectives and success criteria to ensure that all students understand the purpose of their learning and how to be successful
- Celebrate the use of digital technology to support learning in all subject areas

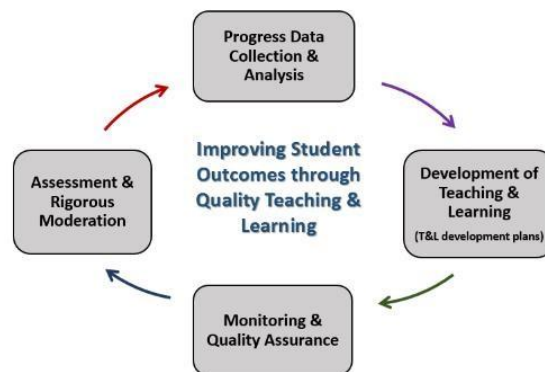
- Incorporate the key skills of literacy, oracy, numeracy and ICT and promote the transference of these skills.

Quality assurance of teaching and learning will ensure that:

- Formal observations of lessons are completed three times during the academic year and teachers are supported to be reflective practitioners - *SLT & ML*
- Learning walks are regular and ensure opportunities to give feedback and share best practice - *SLT & ML*
- Deep Dives are in place for all departments to provide feedback on the quality of education – *SLT, ML & External Colleagues*
- Work scrutinies are regular and feedback is shared with teachers - *SLT & ML*
- Moderation and standardisation processes are consistent, effective and where appropriate, make use of networks with other schools to ensure ensure accuracy of progress grades - *ML*
- A8 Teaching and Learning development plans are in place and effectively drive teaching and learning standards to continually improve – *ML*
- The impact of CPD is evaluated and used effectively to inform professional learning – *SLT & ML*

Assessment: Rigorous assessment enables us to evaluate and improve the quality of student learning. It ensures that planning is personalised and is tailored specifically to drive progress forward.

Our assessment calendar is in place to ensure that students are regularly assessed via formal landmark assessments and mock exams as well as regular, informal in class assessment. Moderation is planned into our department meeting schedule. These assessments are used to collect meaningful progress data on a termly basis which then informs teachers planning and targeted student interventions.



Assessment at Trafalgar School will:

- Assess the learning that has taken place for both individuals and groups of students
- Be used as a tool to enable responsive teaching
- Ensure that students are given feedback that they can use to confidently articulate their learning journey and next steps for progress
- Ensure that all students meaningfully respond to feedback and act upon it to ensure progress is made
- Provide incisive targets for students to improve their knowledge, understanding and skills
- Challenge students to think for themselves and develop as independent learners

- Inform future lesson planning and targeted interventions • Promote high standards of literacy across the curriculum
- Enable students to make excellent progress over time.

Marking & Feedback:

At Trafalgar School we believe that feedback should be used to improve performance, not prove progress. Impactful feedback is a powerful pedagogical tool which can be transformational in raising standards, improving student outcomes and accelerating progress. Formative feedback should be given regularly to inform student's next steps and summative used in line with our assessment cycle to track progress at a given point in time.

Marking & feedback at Trafalgar School will:

- Be formative, frequent, focused and in the form of an action
- Ensure opportunities for students to respond to feedback are planned for explicitly to ensure it's meaningful in moving their learning forward
- Prompt practice that students can apply in a range of new contexts and over time to support their learning
- Improve recognition of future error and promote self-correction
- Seek to involve students (e.g. peer and self-assessment) so that over time, they become more independent learners
- Always trigger responsive teaching and inform future planning
- Give students the opportunity to engage in high quality feedback from their teacher as a minimum, every three weeks for non-core and two weeks for core subjects
- Promote high standards of literacy and oracy across the curriculum with SPaG codes used consistently
- Be used to instil pride and respect in students work
- Link clearly to and support our Assessment Cycle.

Feedback Examples:

- Written teacher feedback, followed by DIRT
- Live marking targeting individual students during lessons
- Spaced retrieval practice to highlight and subsequently re-address misconceptions
- Whole class feedback which enable students to realise and respond
- Use of mark schemes & KPI's to highlight strengths and targets
- Verbal 1:1 teacher feedback
- Peer or self-assessment, guided by mark schemes & KPI's and followed by DIRT
- Planned opportunities for questioning and discussion in lessons
- Use of a visualiser or Google Classroom to collaboratively review a piece of work before enabling students time to reflect on and improve their own.

Department Feedback Policies:

Whilst high quality feedback must be consistent, a one size fits all approach does not best suit individual subjects in supporting the progress of learners. Therefore, each department has a specific

feedback policy tailored to the specification and needs of the course, which enables students the potential to make rapid progress in all subjects.