



THE SALTERNS ACADEMY TRUST: TRAFALGAR SCHOOL

TEACHING, LEARNING & ASSESSMENT POLICY



Date Reviewed:	September 2022	Reviewed by:	A Raeburn: Deputy Headteacher, Quality of Education	Next review:	September 2023
Summary of changes made:	Addition of Trust Teaching & Learning Principles Assessment broken down into 'for/ as and of' learning				

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.

A broad, progressive curriculum, underpinned by our core school values ensures that no child is left behind in their development as successful learners, confident individuals and responsible global citizens.

Aims:

- To raise aspirations and promote a love of learning
- To challenge all students by having the highest expectations of what they can achieve
- To develop and share best practice and effective strategies within our school community and beyond to continuously raise standards of teaching and learning
- To enhance student’s literacy and oracy skills
- To provide a safe and stimulating learning environment for all students.

All students are entitled to:

- Thoroughly planned lessons underpinned by our Trust Teaching and Learning Principles (*appendix A*)
- Learning opportunities which enable them to apply their knowledge and skills to a range of situations
- Opportunities for their effort and achievement to be celebrated and rewarded
- Challenging learning opportunities which develop confidence and resilience
- Be enthused and excited by their learning and develop positive learning habits
- Regular, personalised feedback which enables them to reflect on their learning and make progress
- Regular and thorough assessment which enables them to confidently articulate their learning journey
- Regular opportunities to enhance their reading comprehension skills
- Exposure to academic texts to develop their subject specialist interest and prepare them for future learning
- Appropriate home learning and revision support which develops their independent learning skills and enables them to be successful.

Our learning environment will:

- Promote a positive ethos underpinned by our relational approach and a culture of high challenge, high support
- 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 challenged to achieve above and beyond their full potential
- Set clear objectives and success criteria to ensure that all students understand the purpose of their learning and how to be successful
- Incorporate the key skills of literacy, numeracy and ICT and promote the transference of these skills.

Quality assurance of teaching and learning will ensure that:

- All teachers are formally observed at least three times during the academic year
- Annual Deep Dives are completed for all subjects
- Regular learning walks ensure opportunities to share best practice
- CPD is designed to enhance pedagogical practice
- Work scrutinies are regular and feedback is shared with teachers
- Standardisation and moderation processes are consistent, ensuring accurate and robust progress data
- Teaching and learning development plans drive standards to continually improve.

Assessment

For learning (formative): Regular assessment for learning within lessons enables responsive teaching. It ensures that planning is specific for our students and is tailored to promote progress and close gaps in knowledge. It allows us to highlight and address misconceptions to support successful building of student schemas.

As learning (formative): Students take responsibility for their own learning by using success criteria, feedback and asking questions to explore ways to improve and progress. This continual reflection deepens learning and develops their metacognitive skills.

Of learning (summative): Our assessment calendar ensures that students are regularly assessed via formal landmark assessments and mock exams. These termly assessments are used to collect robust progress data. This is also then used formatively, to inform teachers planning and target student interventions.

Assessment at Trafalgar School will:

- Assess the learning that has taken place for both individuals and groups of students
- Ensure that students are given feedback so that they can confidently articulate their learning journey and next steps for progress
- Ensure that all students meaningfully respond to feedback and act upon it to make further progress
- Provide incisive targets for students to improve their knowledge, understanding and skills
- Enhance students' metacognitive skills
- Inform planning and interventions
- Promote high standards of literacy
- Enable students to make excellent progress.

Marking & Feedback

Providing high quality feedback that is constructive and timely is pivotal in raising standards and improving student outcomes. It ensures that learners are aware of their own progress and are able to articulate their next steps for learning.

We believe that whilst high quality marking & 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 marking & feedback policy tailored to the specification and needs of the course, which enables learners the potential to make rapid progress in all subjects.

Marking & feedback at Trafalgar School will:

- Create a dialogue between students and adults
- Provide a powerful ongoing tool for tracking progress and informing planning so that our staff are responsive practitioners
- Highlight areas of achievement and areas for development to both students and teachers which will inform future planning
- Raise achievement of students by providing them with regular, thorough and diagnostic feedback about their work
- Ensure students to respond to their feedback, using it to move them forward and make progress
- Ensure that students receive high quality feedback that enables them to progress, as a minimum, every three weeks for non-core and two weeks for core subjects

Appendix A – Trust Teaching & Learning Principles

