Prince William School

TEACHING AND LEARNING POLICY

June 2022-2023.
To be reviewed June 2023 by the LAB.

Aims

At Prince William we aim for consistency of approach and expect all teachers to apply the principles outlined in the EMAT Teaching and Learning Framework, together with their knowledge of their students, to plan and deliver lessons which challenge and engage so that all students, regardless of ability or background, have a chance to succeed and make good progress.

At Prince William teachers commit to

1. Greeting students as they enter the classroom
2. Ensuring students sit where they are asked to sit and are ready to learn
3. Knowing their students' strengths and areas for development and using that knowledge to inform their planning.
4. Have a learning objective which is made clear to the students
5. Use a variety of learning styles and activities
6. Differentiate work so that all can achieve and be challenged
7. Use questioning techniques which ensure all students are involved
8. Exploit opportunities to develop transferable skills, literacy, numeracy, SMSC and independent learning
9. Check on understanding and learning throughout the lesson and modify their teaching as necessary
10. Providing verbal feedback and written feedback in line with the assessment policy

At Prince William we expect students to

1. Be respectful of everyone in the school
2. Be on time
3. Have planners and equipment out on the desk every lesson
4. Allow everyone to learn
5. Be open to new or different learning activities
6. Try, keep trying; and in trying, accept that it is OK to get it wrong
7. Respond positively to feedback and advice
8. Be honest about what they understand and what they need more help with
9. Prepare for their future by developing their key skills

10. Become an independent learner for life.

ASSESSMENT POLICY

Aims

At Prince William School we understand that assessment is integral to the learning process and serves two essential purposes:
- it allows teachers to evaluate the progress of their students and adjust their teaching and lesson planning as appropriate.
- it provides students with an understanding of their progress and a clear idea about the steps they need to take in order to improve.

Assessment is therefore an on-going and developmental process which needs to happen regularly and which needs to be reflected on by students pro-actively.

Summative Assessment

Summative assessment assesses how well the student understands a particular subject/topic or how well they can complete certain tasks. It is normally conducted in the form of a test or an assessment task and the feedback may be limited to a 'mark', number, percentage or grade.

Formative Assessment

Formative assessment provides detailed feedback which relates back to the learning objectives, celebrates progress and achievement, identifies misconceptions and suggests how to improve further. It may or may not also include a 'mark' or grade.

At Prince William School, teachers commit to

1. Setting challenging and appropriate assessment tasks on a regular basis which are indicated in schemes of work.

2. Providing students with clear assessment criteria for key piece of work, so that they can work confidently towards their potential.

3. Providing students with a clear indication of their progress using 'currently working at' GCSE grades throughout KS3 & KS4 and using 'currently working at' A level grades in KS5.

4. Providing students with extensive verbal feedback on work completed and work in progress on an individual or whole class basis.

5. Making good use of opportunities to undertake regular peer- and self-assessment.

6. Providing students with formative assessment at least every 500 minutes of teaching time (see below for details).

7. Providing students with a planned opportunity to act upon the comments they have been given. This should take place every time work has been formatively marked. This could be achieved through asking students to record targets, redraft a section of work, write a response to the comments they have received, or complete an additional task set, etc.

8. Using assessment of student work to directly inform the 'currently working at' grades entered for each student for the data drops/reports to parents/carers.

9. Monitoring the quality of assessment throughout the school using data tracking, lesson drop ins and observations, and the scrutiny of books in line with the school's monitoring cycle.

Formative Feedback

At Key Stages 3 and 4 written formative feedback should be provided least every 500 minutes of lessons. The frequency of feedback at KS5 varies across different subjects.

Formatively marked work must use the marking conventions outlined in the literacy marking policy and will have the following four items at the end of the piece of work ==either on a yellow sheet or highlighted with a yellow line down the side of the page== so students can identify where they need to respond easily.

1. a comment which praises the student for what they have done well

2. a comment which explains what they need to work on next to improve further

3. a task for them to complete which enables the student to demonstrate they understand how to improve further

4. a space in which the student should write their response.

Examples of formative feedback tasks for students to respond to

- Redraft the second paragraph focussing on …..
- Give another example of………….
- Now try this one: $3x + 4 = 24 - x$
- Translate this sentence into French, then re-write it using the past tense…

LITERACY ASSESSMENT POLICY

Formative feedback from staff must include evidence of literacy assessment in all subjects.

Principles
1. All curriculum areas have a responsibility to improve the literacy levels of students through detailed oral and written feedback.

2. There needs to be a consistent approach to the way colleagues feed back to students in the marking and assessment of literacy.
3. Colleagues need to use the results of literacy assessment to plan future activities that build on the areas of development identified to promote improvement.

Whole school literacy marking codes

Sp   spelling error
P   punctuation missing/error
G   poor grammar
T   wrong tense of verb
Exp   poor expression/slang
//   new paragraph needed
R   repetition
^   word/detail missing

Where error is identified the code should be noted in the margin but not identified specifically. Students can be supported in the identification and correction of such errors during the opportunities given in class to read and act upon feedback received.

However, where the same error is repeated, staff may underline or circle the first error and then identify those that follow in the margin only in order to develop student independence in checking and reviewing their work.

Setting spelling corrections
Up to three words may be chosen by the teacher for the student to copy out five times. The teacher must ensure that the words selected are appropriate for the level that the student is working at. The teacher must explain that this is a learning tool not a punishment and check the next time they mark the book that these have been done. At times it may be appropriate to ask students to redraft parts of their work to correct other literacy errors.