



**PRINCE WILLI
SCHOOL**

**East Midlands
Academy Trust**

**TEACHING AND LEARNING
POLICY
2021-2022**

'Every child deserves to be the best they can be'

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Prince William School and Northampton International Academy are all business names of the East Midlands Academy Trust.

Scope: East Midlands Academy Trust & Academies within the Trust	
Version: V1	Filename: PWS TEACHING AND LEARNING POLICY
Approval: 2021 <i>Approved by the LAB</i>	Next Review: July 2022 <i>This Policy will be reviewed by the LAB annually</i>
Owner: Prince Williams School	Union Status: Not Applicable

Policy type:	
Non-Statutory	Replaces Academy's current policy

TEACHING AND LEARNING POLICY

Aims

At Prince William we aim for consistency of approach and expect all teachers to use their knowledge of the students to plan appropriate lessons which challenge and engage students 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 (cycle sheets or mid-term plans are commonly used to do this).
2. Providing students with a clear idea of the assessment criteria for key piece of work, so that they are able to 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 oral feedback on work completed and work in progress on an individual or whole class basis.

5. Providing students with opportunities to undertake regular peer- and self-assessment.
6. Providing students with written formative assessment from their class teachers at least every 8 hours of teaching time (see below for details).
7. Providing students with a planned opportunity to read and 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. Acknowledging completion of classwork/homework between formatively marked pieces with simple checking for accuracy, literacy, and presentation of work
9. Using assessment of student work to directly inform the grades entered for each student for the data drops and reports to parents.
10. Monitoring the quality of assessment throughout the school using data tracking, learning walks, lesson 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 8 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.

HOMEWORK POLICY

Aims

At Prince William School we believe that homework is an important way of making students responsible for their own independent study, homework enhances student learning, improves achievement and develops study skills.

Homework enables students to

- Consolidate and extend work covered in class or prepare for new learning activities.
- Access resources not available in the classroom
- Have a clear opportunity for independent study
- Demonstrate progress and understanding
- Enhance study skills, for example; planning, time management and self-discipline
- To take ownership and responsibility for learning
- Engage parental cooperation and support
- Create a dialogue between home and school.

Expectations

Each curriculum area will set homework in key stage 3. English, Maths and Science will set homework at least once a week and then, depending on how many lessons they have each fortnight, other subjects will set homework as necessary. Homework will be of about 30-minute duration.

In key stage 4 all subjects will set homework each week about 45-minute duration. More homework can be set if necessary.

Guidance

Homework will, whenever possible, be given with 2 or 3 days' notice to complete. It will not always be written tasks, it may be learning new terminology, definitions or how to spell new vocabulary introduced. It may be research or online learning.

All homework must be recorded on Edulink.

If homework is not completed on time the students must be given a C3 detention.