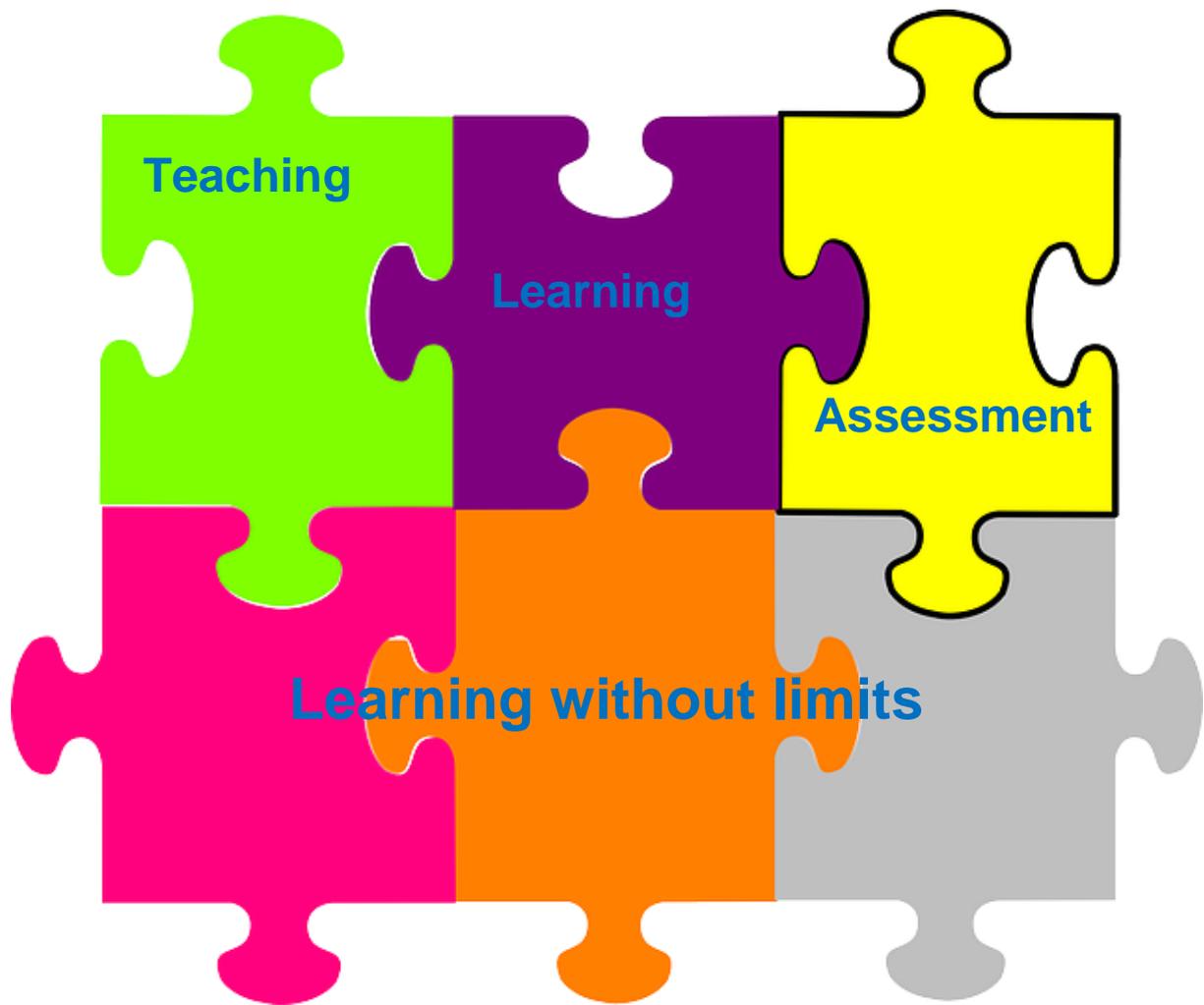


Teaching, Learning and Assessment Policy



Together we can.....

Introduction

This document sets out in summary form, Meadowdale Academy's Teaching, Learning and Assessment policy. The policy is intended to achieve the school's strategic aims and objectives by promoting consistently high standards of teaching, learning and assessment in every subject. Teachers must be guided by each student's changing needs – enabling innovative learning, personal development, capacity to learn and for all students to make progress and secure their understanding over time.

The Policy

Meadowdale Academy will provide a safe and stimulating learning environment with high quality teaching through which to foster:

- effective learning
- pride in achievement and a desire to succeed
- a culture of success
- independent people who are confident, flexible and cooperative
- assessment opportunities to allow potential to be achieved
- citizens of a multi-cultural society who are tolerant and respect the values of others
- effective links between the home and school that promote high aspirations and expectations
- equality of opportunity for all
- high levels of English and maths
- a passion for learning, living and achieving.

The Teacher

Meadowdale's teachers will be proactive members of one or more departmental teams, supporting other team members, and the subject leader, in the planning and delivery of the curriculum ensuring that the programme of activities meets all of the learning outcomes. Department teams must meet regularly to review the progress of students and to evaluate their own performance, with clear plans for improvement.

Teachers must use the national curriculum and guidelines in order to deliver appropriate content and assess students appropriately.

All our teachers will familiarise themselves and use a range of learning technologies, resources and services to improve the learning experience.

Teachers will act as a role model for students and demonstrate the professional standards expected in business, commerce or industry including attendance, punctuality and dress codes.

Teachers will maintain on-going professional development to ensure that their subject knowledge and skills remain current and are used in practice to engage students in their learning.

Formative assessment and summative assessment must be effectively utilised to identify students' individual learning needs (see descriptions of forms of assessment).

Teachers must work closely with SLT to identify students who are at risk and ensure that appropriate support is provided to help them achieve their full potential.

Teachers will focus on motivating students and building on their skills, knowledge and understanding. Schemes of Work must be completed before students begin the term and held centrally on the school's Central Resources. These must be working documents that are added to and annotated to include individualisation and staff reflection.

Celebrating Success

Teachers will highlight students' achievements in: class, assemblies, newsletters, postcards home and notes in planners and reward students with praise and top student stickers.

The Learning Environment

All staff will ensure that teaching and learning resources are reviewed annually to ensure that they are kept up-to-date and fit for purpose.

Our classrooms must be organised, equipped and maintained in a way that aids effective teaching and learning, maximises student achievement and allows for individual needs.

Learning areas must be kept clean and safe at all times.

Teachers will use opportunities to extend the learning environment beyond the classroom by use of the other learning platforms and educational visits.

Delivering Effective Teaching and Learning - DR ICE

Deepens understanding **R**ole models **I**mpact **C**hallenge **E**ngagement

Teachers will provide lessons which:

- Are planned to ensure individual students needs are met and they are sufficiently stretched and challenged
- Start and finish on time (and expect students to do the same)
- Link with the previous lesson or topic and objectives are made explicit to the learners
- Require the learners to apply and develop the learning described in the objectives
- Are well-paced and offer varied, active, interesting and challenging tasks
- engage and sustain the interests of all learners
- Use a variety of media and methods to engage learning
- Check and correct learning and work produced by learners including for English and mathematics
- Praise and reward learners for progress, effort and the completion of tasks
- Summarise, clarify and put learning in context
- Include students demonstrating learning and progress both in lesson and across the year
- Are conducted in a safe environment with reference to appropriate risk assessment
- Set clear and stretching targets to enable students to achieve their potential
- Enable learners to take responsibility for their own learning
- Give learners the opportunity to work in pairs or groups
- Offer learners the opportunity to exercise their own initiative and make individual responses
- Provide learners the opportunity to demonstrate that learning has taken place.
- Use of effective seating for learning plans to ensure that all students and groups of ie. Pupil Premium, GT, SEND , EAL, CLA are able to learn and achieve.

Development of English and mathematics

- Teachers have an expectation of all students to improve and develop their English and mathematics skills
- Initial assessment is used to inform planning and delivery of English and mathematics
- Teachers will plan to build on students' current knowledge and skills of English and mathematics in classes
- Student progress in English and mathematics will be recorded
- Naturally occurring opportunities to develop English and mathematics will be taken in all sessions to contextualise knowledge and skills to their specialist subject
- Teachers set challenging homework, appropriate for age that consolidates learning, deepens understanding and prepares pupils for future learning and career pathways.

Developing and Embedding English

- Technical terms will be spelt correctly by staff and students
- Students will develop their general vocabulary
- Students will develop relevant specialist vocabulary
- Teachers will check spelling of vocabulary and correct as appropriate
- Students work will be marked for content and grammar, spelling and punctuation
- Students will use peers to proof read writing
- Teachers will plan for English to be included in sessions that is functional, that students can relate to in their day to day life

Developing and embedding mathematics

- Teachers will plan for mathematics to be included in sessions that is functional, that students can relate to in their day to day life
- Teachers will plan to deliver mathematics in context
- Students will use mental arithmetic confidently and accurately
- Students will use a variety of formulae and calculations appropriately
- Students will check calculations by hand before being checked on a calculator

Assessment for Learning and Feedback

Assessment is at the heart of learning and is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their students' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are: -

- To provide information to support progression in learning through planning
- To provide information for target setting for individuals, groups and cohorts
- To share learning goals with children
- To involve children with self-assessment
- To help students know and recognise the standards they are aiming for
- To raise standards of learning

- To identify children for intervention
- To inform parents and other interested parties of children's progress
- To complete a critical self-evaluation of the school
- Incisive and effective feedback will enable students to understand how to improve knowledge, understanding and skills
- Pupils will use feedback effectively in every subject

Assessment for Learning

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Meadowdale Academy we will:

- Evaluate students learning to identify those students with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the students, differentiating objectives where appropriate
- Ensure students are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- Set individual, challenging targets in maths and English on a regular basis and discuss these with the students so that they are involved in the process
- Regularly share these targets with parents to include them in supporting their child's learning
- Encourage students to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the marking policy
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess all subjects termly using a common format and make relevant comments about students' progress, especially those working below or above the national average
- Pass on students' workbooks to the next class teacher so children can be tracked as they progress through the school

Use Assessment for learning strategies such as:

- Working walls
- Targets
- Self and peer evaluation

- Discussion, talk and modelling
- Learning journey – children know what is next

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every student can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Meadowdale Academy will include:

1. Data from statutory assessments

- Key Stage 1 assessments
- Key Stage 2 assessments

2. Information from termly and end of year assessments

- Termly writing assessments using Learning Ladders to assess students' progress and to compare with national expectations
- Termly teacher assessments in maths using Learning Ladders to assess students' progress and to compare with national expectations..
- Ongoing teacher assessments in all subjects on a termly basis, including science and ICT

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of students, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing students' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this at Meadowdale Academy we will: -

- Follow the Assessment cycle and update the data on a regular basis into SIMs
- Use information to identify percentages of children working below, at or above age related expectations within a cohort
- Analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those students who are gifted and able, those with special educational needs and those in receipt of Pupil Premium Funding.
- Set cohort targets for maths and English and share information with head teacher, assessment coordinator, SENCO, subject leaders and governors
- Work with colleagues to moderate and level writing every term
- Analyse data at the end of academic year to track 'value added' progress made by cohorts, groups of pupils and individuals

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The mid-year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem and set targets to enable every student to make progress.

At Meadowdale Academy we will: -

- Provide opportunities for three parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities for a mid-year progress report.
- Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment.

The assessment co-ordinator will:

- Formulate the school's assessment policy in consultation with the headteacher, staff, students, parents and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with relevant tests and update assessment cycle
- Maintain the 'tracking file' and consult with all staff about the targets set
- Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- Report to governors regarding the policy, statutory test results and cohort targets

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Meadowdale Academy we will:

- **Use Learning Ladders to benchmark and moderate pupils in accordance with year group criteria**
- **Meet regularly when in phases meetings to moderate writing assessments**
- **Moderate work through planning and book scrutiny's, giving findings back to members of staff**
- **Collate evidence to back up teacher assessments**
- **Participate in moderation schemes in the Local authority and Bedlingtonshire partnership for KS2 and KS3**

Administration

Teachers are required to carry out a range of administrative tasks that are generally related to tracking student progress, achievement, attendance and punctuality. This will enable them to provide regular attendance and performance reports to students, parents and carers,

Equality and Diversity Policy disclaimer:

This policy has been reviewed in line with the Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability. We will continue to monitor this policy and to ensure that it has equal access and does not discriminate against anyone, especially any person/s listed under any protected characteristic.