



Eskdale School

Teaching and Learning Policy

Governance Status

This policy has been formally adopted by the Governing Body and will be reviewed as required or every three years.

Review dates	By Whom	Approval date
July 2021	Staff and Governors	July 2021
July 2024		

Signed by the Chair:

A handwritten signature in black ink, appearing to read 'D. C. Zane', is written below the text 'Signed by the Chair:'.

Purpose

We are passionate about teaching and learning. We will challenge and inspire all members of the Eskdale School community to learn and achieve together.

Inspirational teaching and learning is our core focus for all teachers and every opportunity is taken to promote and achieve this goal. We believe that the consistent delivery of outstanding and purposeful teaching is the single most powerful tool to tackle under achievement at all levels. Therefore, everything we do has purposeful teaching and learning at its heart.

We strive to innovate, inspire and take risks to provide a stimulating and exciting learning experience of our curriculum at Eskdale School. All students will be encouraged to embrace a positive learning mind-set across the School. We want all our students to develop a love of life-long learning so that they are ready for the wider world of education and work.

When a colleague joins Eskdale School, they are expected to -

- buy into the ethos of #teamEskdale, they want to be the best teacher they can.
- work with colleagues to share ideas and professional practice tips.
- be determined to improve the life chance of all our students.
- are committed to 'A place of inspiration – A place of belonging'.
- welcome professional conversations and feedback to improve practice.
- welcome challenge.

Aims of the policy

Through our teaching and learning policy, we aim:

- to clearly outline the expectations to be carried out by staff in terms of teaching and learning.
- to provide a common framework that focuses on the SDP priorities and delivers outstanding teaching and learning across every year group and class.
- to use a common language and understanding of what makes outstanding teaching and learning.
- to enable teachers and support staff to teach as effectively as possible, we aspire to be outstanding.
- to embed the non-negotiables of the school teaching and learning policy in day to day practice.
- to provide an inclusive education for children that encourages a love of learning.
- to give children the skills and knowledge they require to become confident, disciplined and effective lifelong learners through high quality teaching.
- to provide a safe and happy learning environment.
- to raise levels of achievement for all students, enabling them to achieve their personal best from key stage 3 to key stage 4.
- to learn from each other, through the adoption of a collaborative, enquiry based CPD programme, where good practice is shared and adapted across the key stages.
- to ensure all adults model calm behaviours that encourage calm communications between students and good learning behaviours.

- to provide clear feedback and smart targets to guide learning throughout KS3-KS4.
- to value and respect all cultures. We embrace difference.

Students who attend Eskdale School will become:

- Resilient learners – The ability to recover quickly from difficulties and challenges with positivity and determination to succeed.
- Reflective learners – The practice of exploring and examining our feelings and experiences and explaining our reasons for our choices.
- Ready learners – Prepared and organised for a purposeful activity, anticipating the challenge and eager to participate.
- Responsible learners – Students always take responsibility for their learning. They positively respond to feedback looking for opportunities to improve.
- Resourceful learners – A resourceful learner uses their imagination, takes risks and asks questions. They explore and investigate the topic and expand on answers.
- Reasoning learners – The ability to think about things in a logical, sensible way. Students learn to make logical sense of problems and tasks.

Monitoring of the policy

Monitoring will be through a 360-degree process and will include evidence gathered from: -

- classroom observations and walk throughs.
- sampling of students' work.
- monitoring progress over time, data analysis.
- sampling of lesson plans.
- students voice.
- CPD sessions.

Coaching support

Good and outstanding practice will be evidenced by the teacher, and evidence gathered will contribute to their performance management yearly appraisal.

Teachers will receive 3 official lesson observations each academic year (each lesson observation can be up-to 1 hour in length). Lesson walk throughs and external inspections are not part of the teaching and learning development programme. Therefore, they do not count towards performance management and appraisal targets. You will receive verbal and written feedback after each of your official lesson observations only. If you wish to have an informal discussion with a colleague or external inspector then you are free to do so. Written feedback from official observations will only be used when evaluating performance.

Staff who are receiving additional requested support or performance related formal support will receive additional regular observations. If a teacher is placed on performance related support, then during this time the usual appraisal process will be suspended. Once a colleague has progressed through the support plan then they will resume the normal appraisal support package.

Lesson observations are supportive opportunities to identify strengths in professional practice and support areas of development. Verbal feedback will be given within 72 hours, written feedback will be provided after this point summarising the key points discussed.

Teaching staff will attend a maximum of two-line management meetings with their respective manager each half term. These meetings will explore strengths, weaknesses and opportunities to be developed in their practice, as well as looking at progress and attainment of students.

Classroom teacher

In the first instance it is the class teacher's responsibility to monitor and evaluate the quality of teaching and learning in his/her classroom. Individual professional development should be identified through self-evaluation and discussed with HOF/D and used to inform Subject Action Plans. These will be reviewed and monitored at each termly monitoring point.

All staff are expected to embed the non-negotiable expectations in their practice. All non-negotiable practice is both consistent and insistent. Insistency is key across subjects as it ensures that we not only follow the expectations, but we fully embed them.

Non-negotiable practice expected in students' books -

We have high expectations of all our students. Therefore, all learners must show PRIDE in their work created. Staff challenge those that do not produce good outcomes. PRIDE in their work should include-

- Title, date and subtitles (underlined with a ruler).
- Students should be encouraged to practice their best handwriting. This should be challenged if work is completed to less than their expected standard.
- Ruler and pencil always used for any diagrams, drawing frames (clear labelling must be used). Departments are not responsible to provide equipment, however, staff may if they wish. Good practice would be to have equipment available and if loaned should be recorded on SIMS to pick up repeat offenders. Sanctions should be issued to repeat offenders.
- Students will use extended writing to explain answers, for SEND students work should be differentiated. As a school we have high expectations of all our learners despite their SEND need. Therefore, we will challenge all pupils to further develop their writing skills beyond their expected ability, their SEND is not a barrier to extend learning or progress. The key point is challenge for all.
- Feedback, spelling and grammatical errors will be responded to. Using red/pink pen feedback must be set out as SMART targets and is responded to in green pen by pupils.
- All loose sheets must be stuck into students' books.

If a page has a date and title then it is not acceptable to leave an empty page during lessons; the rationale being that lessons should be planned and the quantity of work should be anticipated beforehand. If no written work is to be completed that lesson, then no date or title should be present. Planning should clearly state what the expected success criteria for the lesson is and therefore the books should reflect this, if used or required.

Assessment

Staff will assess students at each data capture point using GCSE grades (1-9).

Staff will identify the current grades through triangulation of data, lesson progress, coursework and other appropriate factors.

Further information can be found in the Data and Assessment Policy.

The non-negotiable practice in lesson delivery

- Clear objectives are essential to any lesson delivery and must be shared with the students at the start of every lesson. If these are not displayed on the whiteboard students should still be able to state what the objectives are. Students cannot fully learn unless they know what the purpose of a lesson is.
- Opportunities are created in the lesson to allow self-reflection and improve upon extended writing. The frequency of this is a professional judgement, and staff should be giving feedback within the department marking cycle (see further on in the document). Responses to feedback by students should evidence reflection and progress.
- All teachers are responsible for improving literacy in their lessons and must follow the federation literacy policy.
- Seating plans are used for every group, sub group data and attainment data is visible. In practical subjects such as PE or Drama, seating plans as lists should be created to help track students' progress, sub groups etc. These should have relevance to the subject being taught.
- Lessons are planned to ensure pace and structure. The school has a lesson plan proforma which staff are welcome to use, this is not compulsory but is seen as good practice. For those wishing to use their own proformas it is expected that learning objectives, context within the scheme of learning, differentiation, assessment for learning and key words are planned for and evident.
- Tasks are suitably targeted to students' abilities and differentiated to ensure all students can access the learning.
- Passive students are targeted and challenged to ensure that they engage with learning.
- Purposeful and SMART feedback in alignment with the marking policy is provided to students to encourage reflection and improvement of work. On occasion answers may require a short and simple response; this, on occasions, is acceptable. However, when developing extended writing skills, this should be more than a few lines of response. Students should be encouraged to extend their writing wherever possible, including extending verbal responses. Students with SEND should also be challenged to extend written and verbal responses to facilitate the closing of gaps and improve their skill sets. We do not believe at Eskdale School that any disadvantaged students should receive less challenge and support within their educational diet. Please see the feedback section of the Teaching & Learning policy for frequency of marking.
- Teacher tracking is effectively and accurately kept. All data drops are uploaded before deadlines. SIMS is used for whole school data storage, staff are welcome to use their own internal tracking systems (we advise these are digital). Those staff wishing to be provided with a proforma can request one from AHT for teaching and learning.
- Staff should also train and encourage students to identify and correct mistakes in their work from year 7 onwards to promote independent learning. This doesn't replace marking and feedback by the teacher.

Marking and Feedback

The key purpose of feedback is to promote learning:

- To measure understanding, learning and progress of individual pupils.

- To identify misconceptions.
- To give constructive feedback that informs students of how to improve.
- To build an accurate record of a student's learning over a period of time.
- To inform planning.
- To motivate & encourage students to aim to improve their own performance.

House Style

- Teachers mark in pink/red and students respond in green.
- Frequency of feedback is set by department – One piece of marked work with written feedback given to all students in accordance to the grid as an appendix to this policy.
- Marking for literacy should be evident, in line with the Federation literacy policy.
- Marking for numeracy should be evident where appropriate.
- Assessment marks will be recorded on a centralised marksheet for each subject area either as GCSE grade 9-1 or a percentage or a raw score, whichever is most appropriate.
- Stickers and stamps may be used.
- Peer and self-assessment opportunities should be evident in books.
- Key sub-groups should receive specific focus, to help address underperformance in these areas.
- High standards for presentation are set.
- The curriculum map is shared with the student.

Assessments

- Feedback for assessments in books should contain either a task, a target or a question. Students are expected to respond to any task, target or question they are given.
- Students will complete formal assessments, as they fall into schemes of learning, following this, teachers will plan opportunities for feedback/modelling answers/target-setting and editing/improvements through relevant post-assessment tasks. Green pen editing/improving is essential.
- Ensure that assessments are worthwhile and prepare students for future examinations.

Feedback and Improvement Strategies

- Teachers may use class marking sheets. These should be used as a tool to open discussion around improving work. Good practice would be to share unnamed exemplars of students work to demonstrate www. The marking should be differentiated to support the abilities of students within

the class. Some students can be encouraged to explore and investigate a range of ebi whereas other students may require more specific guidance.

Teachers may wish to highlight a section of work which needs intensive or specific improvement. This will be demonstrated by a highlighted line in the margin. The colour will correspond to the RAGP system. The standard of work presented will have a highlight of the stage it currently sits. The ebi may have a highlighted line in the margin of the colour the work could be if the ebi is actioned by the student to an appropriate standard.

- Verbal feedback should be common practice in lessons.
- Digital work completed on google classroom will be given digital feedback via document sharing. This could be verbal feedback through the use of MOTE or VOCAROO.
- A misspelled word will be written above or near the mistake and persistent mis-spellings will be written out three times at the end of the piece of work in green. No more than three spellings will be chosen by the teacher. The teacher must differentiate when choosing spellings to be corrected according to the student's ability.
- Use exemplar work (from the board and past students) and the mark schemes from the exam board to better understand how their work is marked and the standards set by the exam board. If our previous students have performed highly on a written paper, a request to the exam board can be made to recall their work. This acts as a good example and role model to our current students. Names will be kept confidential.

Marking and feedback should use the SMART model.

Specific – Measurable – Achievable – Realistic - Timely

The SMART model is used to provide feedback that supports students and allows them to further develop their understanding of concepts and misconceptions. SMART stands for:

- **Specific:** If you give ambiguous, feedback, you'll never see the results you're looking for. Explaining specific expectations about the task will limit the chances of misunderstanding and poor execution. Locke and Latham (1960) state that specific and challenging questions lead to higher performance. Feedback must be specific to close the gap in the student's knowledge. Teachers are encouraged to support pupils in feedback lessons through discussion, to develop answers in greater depth verbally, in order to prepare them for extended written responses.
- **Measurable:** By providing the student with quantifiable objectives or feedback, there is no uncertainty on what the result must be. There are no grey areas.
- **Achievable:** It is pointless to set unachievable tasks. Setting unrealistic tasks makes it difficult to motivate your students. Students will make progress towards a task if the feedback is supportive and clear.
- **Realistic:** The expectations you set for your students must be realistic and challenging so that they will still be motivated to work hard. It's important to understand how your students work, in order to provide purposeful feedback. Your feedback should relate to the task and the steps required to be successful.
- **Timely:** Feedback that is given soon after the completion of a task is more effective than feedback provided at a later time. Give feedback when the task or process is still front-of-mind and relevant.

- It is your responsibility to provide them with the resources and feedback they need to succeed. The SMART model is effective for setting and achieving goals, embedding in this practice will support your students achieving good outcomes.

Use of symbols in feedback

Literacy:

- O A circle indicates missing or incorrect punctuation.
- ~~~ A wavy line underneath a word or phrase means a grammatical error.
- sp A 'sp' in the margin means a spelling mistake. The word will also be underlined.
- // This indicates that a new paragraph is needed.
- C This letter indicates a mistake in the use of capital letters.

**In Art and Technology feedback will be written on the back of Students work, or on a sheet to be retained in folders. It is not permitted on the students work at KS4.*

***In Drama, books should be used in a creative way: and may have crossing out/redrafts/copies of loose sheets should be glued into books.*

Appendix – Frequency of marking and feedback

English –KS4 marking	feedback and response every 10 lessons (2.5 weeks)
English –KS3 marking	feedback and response every 9 lessons (2.5 weeks)
Maths – KS4 marking	feedback and response every 10 lessons (2.5 weeks)
Maths – KS3 marking	feedback and response every 10 lessons (2.5 weeks)
Science – KS4 marking	feedback and response every topic and review of assessment. With the exception of B5, B7 and P5, where there will be written feedback and response twice.
Science – KS3 marking	feedback and response every topic + review of assessment.
Humanities – KS4 marking	feedback and response every 9 lessons (3 weeks)
Humanities – KS3 marking	feedback and response every 6 lessons (3 weeks)
MFL – KS3 marking	Feedback and response

	<p>Y9: Feedback and response every 8 lessons (4 weeks)</p> <p>Y8: If students are able to opt for a language and they have 4 lessons a fortnight, then the same as Y9. If students continue to do two lessons of both languages a fortnight, then the same as Y7.</p> <p>Y7: Feedback and response after each unit of learning (at least once per half term)</p>
MFL –KS4 marking	feedback and response every 9 lessons (3 weeks)
RE – KS3 marking	Feedback and response every 4 lessons (4 weeks)
RE – KS4 marking	feedback and response every 9 lessons (3 weeks)
Creative/PE - KS4 marking	feedback and response every 9 lessons (3 weeks)
Creative/PE – KS3 marking	feedback and response every 3 lessons (3 weeks)
Technology – KS4 marking	feedback and response every 9 lessons (3 weeks)
Technology – KS3 marking	feedback and response every 3 lessons (3 weeks)

From September 2021, this policy will be reviewed as a working document as the Federation works together on our CPD programme over the next two years.

The BIG picture?

What is the Scheme of Learning?
Where does this lesson fit within in?

Eskdale Lesson Plan.

Stickability!

How do you build resilience into the lesson to focus on the learning and learning objectives?

