Teaching, Learning and Assessment Policy

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Contents

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.' **(DfE 2011)**
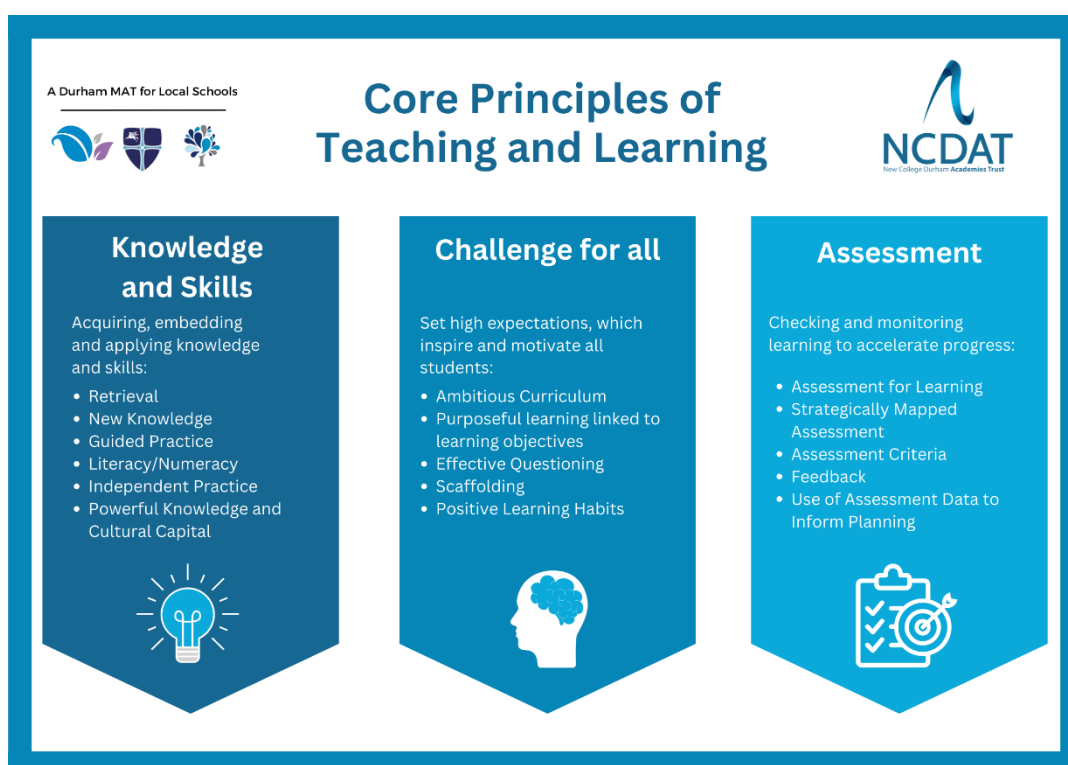
Rationale

The teaching, learning and assessment policy at NCDAT aims to create clear direction for all staff to ensure academic excellence whilst promoting equality of opportunity and diversity in teaching and learning. We strive to instil students with a love of learning and an intellectual curiosity which will enable them to develop a comprehensive understanding of people and communities beyond their immediate experience of school life. Quality first teaching is at the heart of this policy and staff at NCDAT understand the importance of using research-based best practice for teaching and learning.

Purpose of the Policy

This policy supports our strategy. The purpose of the policy is to ensure that all staff within the trust are very clear about the expectations of teaching, learning and assessment. Staff will understand the core principles that underpin quality first teaching and learning at NCDAT and how to apply those principles to our sequence for learning. Staff will apply this strategy consistently to optimise progress and the life chances of our students.

Our Core Principles of Teaching and Learning

Academic excellence at NCDAT academies is driven by consistent application of the three core principles: knowledge and skills; challenge for all; and assessment. These principles should underpin all aspects of teaching and learning.

A Durham MAT for Local Schools

Core Principles of Teaching and Learning

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Knowledge and Skills

Acquiring, embedding and applying knowledge and skills:

- Retrieval
- New Knowledge
- Guided Practice
- Literacy/Numeracy
- Independent Practice
- Powerful Knowledge and Cultural Capital

Challenge for all

Set high expectations, which inspire and motivate all students:

- Ambitious Curriculum
- Purposeful learning linked to learning objectives
- Effective Questioning
- Scaffolding
- Positive Learning Habits

Assessment

Checking and monitoring learning to accelerate progress:

- Assessment for Learning
- Strategically Mapped Assessment
- Assessment Criteria
- Feedback
- Use of Assessment Data to Inform Planning

1. **<u>Knowledge and Skills</u>**

Retrieval

Regular retrieval practice is essential for progress: it identifies gaps in students' knowledge; encourages students to make and strengthen connections; addresses misconceptions; and secures subject knowledge and skills.

When entering the classroom, students are expected to immediately engage with learning and complete a retrieval task. Retrieval should then be used appropriately throughout the lesson. Teachers are expected to ensure deep learning by revisiting and interweaving content across the curriculum. Teachers will provide many opportunities for pupils to learn the same concept, over time and in different contexts.

All teachers are expected to share where each lesson fits in the wider sequence of learning i.e. 'the big picture' or 'learning journey'. Students should be able to clearly articulate how the lesson builds upon what they have learnt previously and how it feeds in to their future learning.

New Knowledge

Curriculums have been designed to ensure all students are provided an education that is broad, rich and deep. At each stage of the curriculum, teachers must use strategies to present complex ideas to pupils in accessible and memorable ways. Students should then be encouraged to make connections between the knowledge they have acquired. Simply covering the curriculum will not suffice; teachers must ensure that they not only introduce new knowledge but also provide regular opportunities for students to demonstrate their knowledge and understanding. Ultimately, teachers are responsible for students knowing more and remembering more; therefore, they must ensure that the knowledge taught is embedded.

Guided Practice

It is essential that the teacher explicitly models and guides students through what is expected of them. This process should develop metacognition so that students understand the processes required to complete the same or a similar task independently with success.

When using pre-prepared models, metacognition can be developed through the following suggested activities:

- comparing example answers/ models achieving varying grades or levels of achievement;
- annotating or labelling the model/s with the success criteria;
- working through the model with a checklist of success criteria;
- improving or redrafting the model.

When live modelling, metacognition can be developed through the teacher:

- verbalising their thought process when completing the activity;
- encouraging students to evaluate the process– how am I doing? What could I have done better there?
- chunking tasks into steps when completing complex tasks so that all students, including SEND, are able to understand what is required at each stage;
- explicitly focusing on key vocabulary when appropriate during the modelling process;

- verbalising how a modelled response meets well-explained success criteria, highlighting and annotating this to demonstrate why the response is a good model.

Guided practice also incorporates collaborative learning, whereby students optimise their learning by discussing and working with peers.

A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work. Some collaborative learning approaches put pairs, groups or teams of mixed attainment to work in competition with each other in order to drive more effective collaboration.

Literacy and Numeracy

Every teacher is responsible for teaching literacy and numeracy. All teachers must communicate their subject through academic language, and ensure that reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school.

Since NCDAT recognise the importance of developing students' reading skills, reading is also covered in our literacy policy. Our reading strategy is broken down into four strands:

1. **mechanics of reading** – for all teachers to ensure that the weakest readers across the academies are given adequate support and intervention to make progress in their reading skills;
2. **reading for pleasure** - for all teachers to actively develop a love of reading through DEAR time, Accelerated Reader, modelling reading and engaging positive dialogues centred on the power of reading;
3. **reading for meaning** – for all teachers to use a four-part strategy based on the principles of reciprocal reading: predict, clarify, question and summarise;
4. **explicit vocabulary teaching** – for all teachers to explicitly teach tier 2 and tier 3 vocabulary, which has been planned into the curriculum.

High-quality classroom talk is essential to pupils' thinking and learning. It is also linked to improvements in reading and writing, and overall attainment. All teachers are responsible for developing students' oracy skills to ensure our students are able to effectively communicate in a range of situations. Teachers must build into lessons regular opportunities for all students to practise high-quality talk and active listening. Teachers should specifically refer to the acronym S.H.A.P.E. to facilitate this:

S – speak in full sentences;

H – hands away from your mouth;

A – articulate your answer;

P – project your voice;

E – eyes facing the front.

All teachers also have responsibility for promoting the development of numeracy. With an increased emphasis upon numeracy for all young people, teachers need to plan to revisit and

consolidate numeracy skills where appropriate in their curriculum. The greatest impact for learners will come where all practitioners, in all learning environments, include rich numeracy experiences as part of their day-to-day learning and teaching programmes.

Independent Practice

At NCDAT, we are aware of the importance of allowing students extended opportunities to apply their learning, across different contexts, to secure their understanding. We expect teachers to:

- incorporate an appropriate amount of independent practice in lesson time for students to successfully apply their learning, whilst building resilience and stamina;
- use this independent time to provide students with live feedback, offering key questions, key vocabulary and guidance on how to improve the quality of their responses;
- gradually remove scaffolding so that students are increasing their level of independence, removing writing frames, word banks and teacher support appropriately over time;
- plan their lessons so there is a cumulative build to their learning, focusing on securing basic skills before adding layers of more complex learning;
- insist on all students fully engaging with the independent practice in silence.

Powerful Knowledge and Cultural Capital

Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness and competence; it is one of the key factors a student will draw upon to be successful in society, their career and the world of work. All teachers at NCDAT academies have a responsibility to build our students' aspirations and expose them to a range of knowledge and experiences which will enable them to achieve goals and become successful global citizens, regardless of the background.

2. Challenge for All

Ambitious Curriculum

At NCDAT, all curriculums have been designed with the breadth and depth required to inspire and challenge all students. All subjects have a curriculum document that outlines the curriculum intent, knowledge and skills, long-term plan, medium-term plans and assessments for their subject. All teachers must adhere to this curriculum document. The implementation of the curriculum is achieved through well-planned and sequenced lessons that enable all students to meet the subject's ambitious curriculum.

Purposeful Learning linked to Learning Objectives

All learning must be purposeful and clearly linked to the learning objectives for the lesson. These objectives must be shared and clearly explained to students. All learning activities during the lesson must be conducive to students achieving the learning objective. It is the teacher's responsibility to ensure the learning is appropriately paced and adapted when necessary to ensure the objective is achieved by all students.

Effective Questioning

All teachers must deploy a range of effective questioning strategies to engage, assess, develop and challenge students. Effective questioning strategies include, but are not limited to:

- using targeted questions and cold calling to ensure the question level is accessible, yet challenging;
- asking the same student increasingly challenging questions to encourage higher-order thinking;
- not allowing students to opt out of giving an answer by posing the question in a different way;
- giving the student thinking time and then telling them that you'll return to them for an answer in minute;
- asking students to explain the processes they used to obtain an answer;
- asking other students to develop, critique or provide a counter argument to a student's answer.

Scaffolding

All lessons must have high expectations for learning. Teachers must provide scaffolding to ensure all students, regardless of their starting point, are able to achieve these ambitious learning objectives. Teachers must provide support for students by breaking down learning into manageable chunks, as they progress toward stronger understanding and ultimately greater independence. As students develop this independence, the scaffolding is gradually removed.

Teachers are expected to actively use student data to plan and implement effective classroom interventions to support all students including PP, EAL, LAC and SEND.

Our SEND strategy recognises that quality first teaching is the most effective way to support SEND students in the classroom. The DfE Code of Practice stipulates that quality first teaching is personalised and meets the individual needs of student in a classroom. Therefore, teachers must:

- read and implement the strategies suggested in the students' individual learning plans (ILPS);
- develop positive relationships with SEND students and their parents/carers;
- complete regular progress reviews for students with SEND;
- provide additional bespoke interventions;
- effectively collaborate with and deploy Learning Support Assistants.

Positive Learning Habits

All students are expected to demonstrate positive learning habits throughout the school day. Teachers must reinforce these habits by issuing praise and sanctions appropriately, as per the behaviour policy.

Students are expected to be punctual, fully equipped and dressed in the correct uniform. After being greeted by their teacher at the start of the lesson, the students must collect their book,

go straight to their designated seat, get their equipment and planners out, underline the date and title with a ruler and begin the retrieval task.

Throughout the lesson, students should be fully engaged in their learning and following the teacher's instructions. Teachers must insist on high standards both in terms of the quality of students' work and the way in which it is presented, by insisting that:

- students take pride in their work;
- students write titles and dates in full;
- students underline titles and dates;
- students draw diagrams/tables/graphs etc in pencil;
- students use rulers for straight lines;
- students complete all work to a high standard;
- students stick in all work sheets securely;
- students use a single line to cross out when editing;
- students do not graffiti or scribble in their books;
- students correct, edit and respond to feedback in green pen;
- students complete all homework set to a high standard.

At the end of the lesson, students must quietly pack away and wait to be dismissed by their teacher in an orderly manner.

To ensure consistency in these high standards, teachers are also expected to:

- create a stimulating learning environment in the classroom, ensuring the space remains organised and tidy;
- meet and greet students at the door as they arrive at the lesson;
- implement an effective seating plan and review this regularly;
- ensure students sit in their allocated seat;
- complete the register within the first 5 minutes of the lesson;
- ensure students sit up and are facing the front;
- ensure all bags are under seats and coats are away;
- issue reminders about uniform, equipment and book presentation as students enter the classroom;
- clearly explain expectations relating to classwork and homework;
- leave no more than 5 minutes for packing up and tidying the classroom;
- ensure students stand behind their seats and check the classroom prior to dismissal;
- wait for the end of lesson before dismissing students into the corridor, when it is safe to do so;
- stand at the door as students exit;
- reinforce uniform as students exit;
- be a role model to students in relation to demonstrating manners, resect and professional conduct;
- encourage students to engage actively and positively in their learning: demonstrating resilience and curiosity; asking questions; responding to feedback; and evaluating their own progress.

3. <u>Assessment</u>

Assessment for Learning

At appropriate points in each lesson, the teacher must check for understanding and monitor the progress of all learners. It is vital that the teacher uses this information to re-shape their lesson so that all learners understand the new knowledge; teachers should not move on to other concepts until all learners have cemented the required knowledge needed to access the next stage of learning.

Effective plenaries include:

- effective questioning;
- hinge questions;
- quizzes;
- low-stakes testing;
- use of mini-whiteboards;
- use of continuum or opinion line;
- post-it notes with ideas/summaries;
- students RAG rating their understanding;
- using the success criteria as a checklist.

Strategically Mapped Assessment

Rigorous and accurate assessment is a fundamental part of successful learning. At NCDAT, alongside day-to-day assessment for learning, each department has strategically mapped assessments which are designed to assess to what extent students are meeting the expectations required to achieve their target grade based on the success criteria and/or grade descriptors.

Each half term, as a minimum, students will complete the following assessments:

- **Interim progress check –** This will vary in each subject. All teachers must complete the interim progress check indicated on their subject's curriculum document. All teachers are expected to provide students with formative feedback following their interim progress check, as directed by their Head of Department.
- **Progress check –** Again, this will vary in each subject; however, this assessment must provide teachers with achievement data which will partly inform the student's report in the following assessment window. Students must be given clear indication of their current achievement and what they need to do to progress.

Key Stage 4 and 5 students will also sit mock examinations in order to prepare them for the rigour of their final examinations.

Teachers are expected to periodically record student achievement data in order to track and monitor each individual student's progress.

At Key Stage 3, students' attainment data is recorded and shared using the NAME system (as outlined on page 12).

At Key Stage 4, students' attainment data is recorded and shared using GCSE grades 9-1.

At Key Stage 5, students' attainment data is recorded and shared using A*-E or D*- Near Pass for vocational subjects.

Assessment Criteria

Assessment criteria are crucial in establishing a clear understanding between staff and students about what is expected from assessed work. All teachers must prepare students to be able to meet the assessment criteria, as written in their subject's curriculum document. The criteria must be shared with students prior to the assessment and explained as needed.

Feedback

When feedback is combined with effective instruction in classrooms, it can be very powerful in enhancing learning. Therefore, throughout every lesson, teachers must provide students with information on how and why they have or have not met the criteria, as well as strategies to help students improve.

Giving effective live feedback requires a detailed understanding of your curriculum, in order for students to deepen their understanding through the feedback process. Feedback should always increase rate and quality of progress and highlight and address misconceptions.

Live feedback strategies include, but are not limited to:

- use of marking codes where appropriate;
- use of sentence starters;
- use of extension questions;
- underlining where students have met the criteria;
- use of visualiser to share students' work.

Whilst circulating to provide feedback, teachers should prioritise SEND students and other students who fall into key groups, such as pupil premium, LAC, gender, EAL.

Feedback to support students' literacy should be given using the NCDAT literacy codes (appendix 1).

Alongside live feedback, teachers are expected to provide feedback following the interim progress check and final progress check every half term, as stipulated in the curriculum document.

Use of Assessment Data to Inform Planning

Teachers are expected to use assessment data to check and understand where their students are in their learning and to plan effectively to address the needs of the students in their classes. Assessment data should inform adjustments practice to drive progress for all students.

Our Sequence for Learning

When planning a lesson, or a sequence of lessons, teachers follow our principles of teaching, learning and assessment through the following components:

Retrieval	Every lesson, the teacher must provide opportunities for students to make connections with their prior learning, enabling them to know more and remember more. The teacher should decide whether this is learning from the previous lesson or from further back in the curriculum. Often the first activity of the lesson will be based on retrieval. When this is the case, the task should be ready for students to complete immediately upon entering the room, allowing for a settled and focused start to the lesson where the teacher can complete the register.
Learning Objectives	These must be shared and clearly explained to the class. The teacher must also communicate how the lesson fits with the wider sequence of learning i.e., the 'big picture' or 'learning journey'. Question students to see if they can articulate how the learning promotes progress towards a desired outcome.
New Knowledge	At this stage, students must be provided with information to know more. They should then be able to demonstrate this new knowledge by applying it appropriately in the guided and independent practice stage. New knowledge may be learnt through various mediums: 'reading for meaning' activities; high quality teacher explanation; structured collaborative or independent research etc.
Guided Practice	Suggestions for guided practice are specified under 'Knowledge and Skills' on page 4. Guided practice may not necessarily occur only once in the lesson; teachers could use guided practice whenever they feel students require further support or further collaboration to develop their ideas. A highly complex task, for example, may be broken down into stages and taught in a cycle of short bursts of guided practice followed by short bursts on independent practice.
Mini-Plenaries	Suggestions for plenaries are specified under 'Assessment' on page 9. Mini-plenaries should be used to check understanding, address misconceptions and gauge whether all students are ready to move on to the next stage of learning. If necessary, teachers should adapt their lesson or learning sequence appropriately.
Independent Practice	Suggestions for independent practice are specified under 'Knowledge and Skills' on page 6. Independent practice may not necessarily occur only once in the lesson; however, teachers should ensure students are given ample opportunity to apply knowledge and practise skills in focused conditions.

Recording, Monitoring & Reporting Progress

Target Setting

Student target grades, for all NCDAT academies, are set by the central team using the FFT targets based on KS2 results. At the beginning of each academic year, teachers are given access to their marksheets which contain prior performance and the students' GCSE target grades.

Key Stage 5 target grades are initially set using FFT targets based on KS4 results. Using ALPS, we ensure that targets are in the top 25% for each subject to ensure aspirational KS5 targets, resulting in positive progress if achieved.

Assessing Progress - Key Stage 3:

NAME system

Students' work in Years 7-9 is assessed in relation to the subject specific expectations of them throughout the five years and whether their progress puts them on a trajectory to attain their Key Stage 4 target grade. This system for Key Stage 3 is known as NAME.

Progress checks are designed to assess whether students have learnt the necessary knowledge and skills to be able to achieve or exceed their target grade. Student performance in progress check and examinations is recorded, tracked and reported in terms of whether a student is:

- **N**ot yet meeting expectations - two or more grades away from their expected trajectory;
- **A**lmost meeting expectations - one grade away from their expected trajectory;
- **M**eeting expectations – is working in line with their expected trajectory;
- **E**xceeding expectations – is working above their expected trajectory.

At each data collection point, teachers will be required to enter an attitude to learning grade and a current NAME grade. Teachers should make an overall judgement for the NAME grade based on assessment data obtained in the assessment window as well as the progress students have demonstrated in their work.

Assessing Progress – Key Stage 4:

For Years 10-11, students' progress is assessed, recorded, tracked and reported using GCSE grades (9-1) and/or D* to Near Pass for vocational subjects.

Progress checks and examinations are set by subject leaders using GCSE style tasks and past papers which are then marked using exam board mark schemes and grading criteria.

At each data collection point, teachers will be required to enter an attitude to learning grade and a current grade. In AW3 of Year 10 and for Year 11, teachers will also be expected to enter a forecast grade. Teachers should make an overall judgement for these grades based on assessment data obtained in the assessment window as well as the progress students have demonstrated in their work.

Assessing Progress – Key Stage 5:

For Years 12-13, students' progress is assessed, recorded, tracked and reported using A-Level grades (A*-E) and/or grades D*- Near Pass for vocational subjects.

Progress checks and examinations are set by subject leaders using A-Level style tasks and past papers which are then marked using exam board mark schemes and grading criteria. Students may also be required to submit a portfolio of work or coursework which may be internally or externally assessed, as specified by the exam board.

At each data collection point, teachers will be required to enter an attitude to learning grade, a current grade and a forecast grade. Teachers should make an overall judgement for these grades based on assessment data obtained in the assessment window as well as the progress students have demonstrated in their work.

Effort/Attitude to Learning Grades

All students will be given an attitude to learning grade by their teachers. These are reported home to parents, accompanied by a 'points to note' code where there are concerns.

Attitude to learning grades are decided using the following criteria:

1	The student consistently exceeds expectations: actively participating in lessons; completing homework to a high standard; attending additional intervention etc.
2	The student meets expectations and there are no issues or concerns.
3	The student shows cause for concern. They demonstrate a lack of effort and/or engagement and often receive a C1, or C2 in lessons.
4	The student shows serious cause for concern. They regularly receive a C2, C3 or C4 in lessons.

Points to note

The following points to note must be added to a student's report if they receive an attitude to learning grade lower than a 2. These demonstrate whether the primary concern relates to:

- ATT   Attendance;
- BE   Behaviour;
- CW   Quality of classwork;
- HW   Homework;
- PUNC   Punctuality.

Reporting

Reporting to parents/carers is an integral part of assessment. We regularly provide parents/carers with clear information about their child's progress. Reporting takes the following forms:

- Parents' Evenings - where parent/carers are offered a time for personal discussion with subject teachers to review progress and to decide how to improve;
- Data reports - which give the parent or carer a breakdown of the subjects their child is studying along with details of their progress. Data reports are produced after each data collection and give the parents the current progress information of their child compared to their target.

Links to other policies

This Teaching, Learning and Assessment Policy is underpinned by prevailing guidance and should be read in conjunction with:

- the School Improvement Plan
- the QA policy
- the Homework policy
- the More Able and Talented policy
- the Inclusion policy
- the CPD policy

Links to other documents that support this Policy:

- Teachers' Standards
- Teaching and Learning Best Practice: The Education Endowment Foundation

Appendices

a) Marking Codes
b) Lesson Observation / Learning Walk Pro-forma
c) Book Look Pro-forma
d) Student Voice Pro-forma
e) Interim Progress Feedback
f) Final Progress Feedback

Marking Codes

Sp	Spelling - put the correct spelling in the margin
P	Punctuation error
G	Grammatical error: syntax, tenses, homophones, incorrect use of word etc.
C	Capital letter
↑	Level up vocabulary
//	New paragraph
∧	Missing word

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Lesson Observation/Learning Walk Pro-forma

The following table should be used to evaluate the quality of teaching and learning in classrooms. Whilst in a lesson, the learning can be quality assured using the evaluation system of expert, secure and not secure against the core principles of the teaching and learning policy. The observer should ensure a best fit judgement is made for each of the core principles. If the principles do not apply to the part of the lesson seen, please tick 'N/A'.

Teacher				Observer		Subject		No. of students	
Class			Period		Date		Focus		TA in lesson	Y / N

		Expert	Secure	Not yet secure	N/A	Comments: strengths/ strategies for improvement
Knowledge and Skills	Retrieval					
	Guided Practice					
	Literacy and Numeracy					
	Independent Practice					
	Powerful Knowledge and Cultural Capital					
Challenge for All	Purposeful Learning					
	Effective Questioning					
	Scaffolding					
	Positive Learning Habits					
	Ambitious Curriculum					
Assessment	Strategically Mapped Assessment					
	Plenaries					
	Assessment Criteria					
	Live Feedback					
	Assessment for Learning					
Student Progress						

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Strengths	
Areas of Development	

Actions to be taken		By whom		By when	

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		Criteria
Knowledge and Skills	**Retrieval**	• Effective retrieval practice seen, enabling students to know more and remember more • The teacher revisits content across the curriculum • The teacher shares where each lesson fits in the wider sequence of learning i.e. 'the big picture' or 'learning journey' • Students are able to recall key knowledge • Students are able to clearly articulate how the lesson builds upon what they have learnt previously, and how it feeds in to their future learning
	Guided Practice	• Teachers explicitly model and guide students through what is expected of them • Live modelling develops metacognition • Students are encouraged to evaluate the process • The teacher chunks the tasks into steps when completing complex tasks so that all students, including SEND, are able to understand what is required at each stage • Key vocabulary is explicitly taught • The teacher verbalises how a modelled response meets well-explained success criteria • All collaborative (or cooperative) work is inclusive and ensures all students participate and make progress
	Literacy and Numeracy	• Where appropriate, there is evidence of teachers using the reading strategy • Students are able to practise high-quality talk and active listening. Teachers should specifically refer to the acronym S.H.A.P.E. to facilitate this • Where appropriate, numeracy skills allow students to become more numerate in a purposeful and clear way
	Independent Practice	• There is an appropriate amount of independent practice in lesson time for students to successfully apply their learning, whilst building resilience and stamina • The teacher effectively circulates to ensure all students are able to demonstrate progress • The lessons show there is a cumulative build to their learning • During independence practice, there is a calm and focused environment with students are working in silence
	Powerful Knowledge and Cultural Capital	• The teacher demonstrates how they can build students' aspirations by exposing them to a range of knowledge and experiences • Students draw upon key knowledge which demonstrates their cultural awareness and competence • Teachers make explicit connections for students, both with the subject and across the curriculum, to help them know more and remember more
Challenge for All	**Purposeful Learning**	• Learning is purposeful and clearly linked to the learning objectives for the lesson • Learning objectives are shared and clearly explained to students • All learning activities during the lesson are conducive to students achieving the learning objective • The learning is appropriately paced and adapted when necessary to ensure the objective is achieved by all students
	Effective Questioning	• A range of effective questioning strategies are used to engage, assess, develop and challenge students' learning • Questioning is inclusive and targeted, where appropriate
	Scaffolding	• There are high expectations for learning throughout the lesson • Scaffolding is provided to all students regardless of their starting point • Support for students is given by breaking down learning into manageable • Scaffolding is gradually removed to develop student independence • It is clear that the teacher has used student data to plan and implement effective classroom interventions to support all students including PP, EAL, LAC and SEND • For SEND students, it is evident that the teacher has read and implemented the strategies suggested in the students' individual learning plans (ILPS) • There is evidence of additional bespoke interventions • The LSA has been deployed effectively, where appropriate

Lesson Observation/Learning Walk Pro-forma

The following table should be used to evaluate the quality of teaching and learning in classrooms. Whilst in a lesson, the learning can be quality assured using the evaluation system of expert, secure and not secure against the core principles of the teaching and learning policy. The observer should ensure a best fit judgement is made for each of the core principles. If the principles do not apply to the part of the lesson seen, please tick 'N/A'.

	Positive Learning Habits	• Students demonstrate positive learning habits throughout the lesson • Entry and exit routines are calm and orderly • The teacher greets their students at the start of the lesson • Students are fully engaged in their learning and follow the teacher's instructions • Students take pride in their work • The teacher models professionalism throughout the lesson
	Ambitious Curriculum	• The teacher's lesson adheres to the curriculum document • The teacher demonstrates strong subject knowledge • It is evident that the lesson is well-planned and sequenced which enables all students to meet the subject's ambitious curriculum • The curriculum is delivered in a way which challenges all learners
Assessment	**Strategically Mapped Assessment**	• The teacher builds in opportunities to address gaps in knowledge and misconceptions identified from previous assessments
	Assessment Criteria	• The lesson is clearly sequenced to prepare students for any upcoming assessments • There is evidence that assessment criterion has been shared with students and they understand how to progress
	Assessment for Learning	• The teacher checks for understanding and monitors the progress of all learners at appropriate points in the lesson • The teacher uses assessment for learning to re-shape their lesson so that all learners understand the new knowledge • All students will have cemented the required knowledge needed to access the next stage of learning before the teacher moves on to new concepts
	Plenaries	• Throughout the lesson, the teacher effectively utilises plenaries to assess students' learning • Following the plenary, the teacher adapts the lesson appropriately
	Live Feedback	• Teachers provide students with information on how and why they have or have not met the criteria, as well as strategies to help students improve • Effective live feedback demonstrates that the teacher has a detailed understanding of the curriculum • Live feedback during the lesson increases the rate and quality of progress and highlight and address misconceptions • Whilst circulating to provide feedback, teachers should prioritise SEND students and other students who fall into key groups • Feedback to support students' literacy should be given using the NCDAT literacy codes (appendix 1)
Student Progress		• Students are able to articulate their progress against the learning objective/s • There is clear evidence of progress in students' work

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Work Scrutiny Pro-forma

The following table should be used to evaluate the quality of student work. Whilst conducting a work scrutiny, the work can be quality assured using the evaluation system of expert, secure and not secure against the core principles of the teaching and learning policy. The leader conducting the work scrutiny should ensure a best fit judgement is made for each of the core principles.

Teacher			Leader conducting scrutiny			Subject	
Date			Sample of work seen			Focus	

		Expert	Secure	Not yet secure	N/A	Comments: strengths/ strategies for improvement
Knowledge and Skills	Retrieval					
	Guided Practice					
	Literacy and Numeracy					
	Independent Practice					
	Powerful Knowledge and Cultural Capital					
Challenge for All	Purposeful Learning					
	Effective Questioning					
	Scaffolding					
	Positive Learning Habits					
	Ambitious Curriculum					
Assessment	Strategically Mapped Assessment					
	Plenaries					
	Assessment Criteria					
	Live Feedback					
	Assessment for Learning					
Student Progress						

Work Scrutiny Pro-forma

The following table should be used to evaluate the quality of student work. Whilst conducting a work scrutiny, the work can be quality assured using the evaluation system of expert, secure and not secure against the core principles of the teaching and learning policy. The leader conducting the work scrutiny should ensure a best fit judgement is made for each of the core principles.

Strengths	
Areas of Development	

Actions to be taken		By whom		By when	

The following table should be used to evaluate the quality of student work. Whilst conducting a work scrutiny, the work can be quality assured using the evaluation system of expert, secure and not secure against the core principles of the teaching and learning policy. The leader conducting the work scrutiny should ensure a best fit judgement is made for each of the core principles.

		Criteria
Knowledge and Skills	**Retrieval**	*It is evident that:* • the teacher uses retrieval to identify gaps in students' knowledge; encourage students to make and strengthen connections; address misconceptions; and secure subject knowledge and skills • appropriate opportunities for retrieval are given throughout the lesson • students revisit key concepts and key vocabulary linked to the curriculum
	Guided Practice	*It is evident that:* • learning is explicitly modelled • students understand the processes required to complete the same or a similar task independently with success • live modelling and metacognitive strategies are used to teach processes • learning is chunked into steps when students are asked to complete complex tasks so that all students, including SEND, are able to understand what is required at each stage • modelled responses are used alongside well-explained success criteria
	Literacy and Numeracy	*It is evident that:* • the reading strategy is used effectively to support students' learning • key vocabulary is being taught explicitly • where appropriate, numeracy skills are being taught to allow students to become more numerate in a purposeful and clear way
	Independent Practice	*It is evident that:* • students are given extended opportunities to apply their learning and to secure their understanding • there is an appropriate amount of independent practice in lesson time for students to successfully apply their learning, whilst building resilience and stamina • there is a cumulative build to the students' learning in their work, focusing on securing basic skills before adding layers of more complex learning
	Powerful Knowledge and Cultural Capital	*It is evident that:* • the teacher plans for the specific development of knowledge, behaviours and skills that students draw upon to demonstrate their cultural awareness and competence • the teacher is building students' aspirations by exposing them to a range of knowledge and experiences, which will enable them to achieve goals and become successful global citizens, regardless of their background
Challenge for All	**Purposeful Learning**	*It is evident that:* • learning is purposeful and clearly linked to the learning objectives for the lesson • all learning activities in the work are conducive to students achieving the learning objective – there are no 'time filler' activities • the quantity of work indicates an appropriate pace to lessons with enough time given for students to secure their learning
	Effective Questioning	*It is evident that:* • effective questioning strategies are used in lessons: targeted questions, use of a question matrix, exam questions, Blooms questions stems etc.
	Scaffolding	*It is evident that:* • there are high expectations for learning throughout the lesson • scaffolding is used effectively so all students are able to achieve ambitious learning objectives • the scaffolding is gradually removed to develop independence • the teacher has used student data to plan and implement effective classroom interventions to support all students including PP, EAL, LAC and SEND • For SEND students, the that teachers have read and implemented the strategies suggested in the students' individual learning plans (ILPS) • additional bespoke interventions are used regularly: live marking; feedback; word banks; knowledge organisers; groupings; or the effective deployment of Teaching Assistants
	Positive Learning Habits	*It is evident that:* • the quality of students' work demonstrates a high level of engagement and standards • students take pride in their work: titles and dates are written in full; diagrams/tables/graphs etc are in pencil; work sheets are stuck in securely; a single line is used to cross out when editing; there is no evidence of graffiti or scribble in books • the teacher encourages students to engage actively in their learning: students respond to feedback and evaluate their own progress
	Ambitious Curriculum	*It is evident that:* • the curriculum has the breadth and depth required to inspire and challenge all students • that students have been taught the curriculum outlined in the subject's curriculum document • that lessons are well-planned and sequenced

The following table should be used to evaluate the quality of student work. Whilst conducting a work scrutiny, the work can be quality assured using the evaluation system of expert, secure and not secure against the core principles of the teaching and learning policy. The leader conducting the work scrutiny should ensure a best fit judgement is made for each of the core principles.

Assessment	**Strategically Mapped Assessment**	*It is evident that:* • assessments are strategically mapped in line with the subject's curriculum document • clear guidance is given following Interim Progress Checks and Final Progress Checks, identifying strengths and what students need to do to progress • for Key Stage 3, students' attainment data is recorded and shared using the NAME system • for Key Stage 4, students' attainment data is recorded and shared using GCSE grades 9-1 • for Key Stage 5, students' attainment data is recorded and shared using A*-E or D*- Near Pass for vocational subjects
	Assessment Criteria	*It is evident that:* • students are prepared well so they are able to meet the assessment criteria, as written in their subject's curriculum document • the criteria are shared with students prior to assessments and explained as appropriate
	Assessment for Learning	*It is evident that:* • the teacher checks for understanding and monitor the progress of all learners at appropriate points in the lesson • students have cemented the required knowledge needed to access the next stage of learning before the teacher moves on to new concepts
	Plenaries	*It is evident that:* • effective plenaries are used throughout lessons to check understanding and address misconceptions
	Live Feedback	*It is evident that:* • teachers provide students with information on how and why they have or have not met the criteria, as well as strategies to help students improve • live feedback highlights and addresses misconceptions in books, which increases the rate and quality of progress • feedback for literacy is given using the NCDAT literacy codes (appendix 1)
Student Progress		*It is evident that:* • all students make progress towards the planned learning/ assessment objectives • the students know more and remember more over time • the students are progressing in line with or exceeding their expected trajectory

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Student Voice Pro-forma

The following table should be used to evaluate the quality of teaching and learning from the student/s perspective. Whilst speaking to students, the discussion can be quality assured using the evaluation system of expert, secure and not secure against the core principles of the teaching and learning policy. The leader conducting the student voice should ensure a best fit judgement is made for each of the core principles.

Teacher			Leader conducting student voice				Subject	
Date			Student/s spoken to				Focus	

		Expert	Secure	Not yet secure	N/A	Comments: strengths/ strategies for improvement
Knowledge and Skills	Retrieval					
	Guided Practice					
	Literacy and Numeracy					
	Independent Practice					
	Powerful Knowledge and Cultural Capital					
Challenge for All	Purposeful Learning					
	Effective Questioning					
	Scaffolding					
	Positive Learning Habits					
	Ambitious Curriculum					
Assessment	Strategically Mapped Assessment					
	Plenaries					
	Assessment Criteria					
	Live Feedback					
	Assessment for Learning					
Student Progress						

The following table should be used to evaluate the quality of teaching and learning from the student/s perspective. Whilst speaking to students, the discussion can be quality assured using the evaluation system of expert, secure and not secure against the core principles of the teaching and learning policy. The leader conducting the student voice should ensure a best fit judgement is made for each of the core principles.

Strengths	
Areas of Development	

Actions to be taken		By whom		By when	

The following table should be used to evaluate the quality of teaching and learning from the student/s perspective. Whilst speaking to students, the discussion can be quality assured using the evaluation system of expert, secure and not secure against the core principles of the teaching and learning policy. The leader conducting the student voice should ensure a best fit judgement is made for each of the core principles.

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		Potential Questions	Criteria
Knowledge and Skills	**Retrieval**	• How often do you revisit knowledge or skills you have been taught in previous lessons? • How does this help you make progress? • How does your teacher help you remember more previous lessons?	*Students can discuss/evidence:* • how regular retrieval practice identifies gaps in their knowledge; encourages them to make and strengthen connections; addresses misconceptions; and secures subject knowledge and skills • the opportunities for them to revisit and cement learning and how to helps them to know more and remember more
	Guided Practice	• Does your teacher show you what they expect you to be able to do in lessons? • Does your teacher talk you through the process of how to achieve the main task? • How does your teacher make sure you are able to complete difficult tasks? • How do you know what is expected of you in the lesson? • How do you work with your peers to help you learn?	*Students can discuss/evidence:* • how their learning is explicitly modelled • how live modelling is used to encourage to think about their learning (metacognition) • how they evaluate the process– how am I doing? What could I have done better there? • how their learning is chunked into steps when completing complex tasks so that they are able to understand what is required at each stage (including the same for SEND students) • how they use modelled responses, alongside well-explained success criteria • how they work collaboratively with peers to develop their learning, when appropriate
	Literacy and Numeracy	• How does your teacher help you to read difficult texts in class? • Do you often read in class to learn new information? • How are you encouraged to discuss ideas in class or to learn through discussion? • Do you know what it means if you are asked to SHAPE your response? Does your teacher encourage you to do this? • How does your teacher help you develop your numeracy skills?	*Students can discuss/evidence:* • how the reading strategy supports their learning either through the mechanics of reading, reading for pleasure, reading for meaning and explicit vocabulary teaching • how the teacher plans for opportunities for students to practise high-quality talk and active listening. The student knows the acronym S.H.A.P.E. to facilitate this • how their numeracy skills allow them to become more numerate in a purposeful and clear way
	Independent Practice	• Do you feel you have enough independent practice time in lesson to apply your learning? • Do you feel you are often able to work independently without needing your teacher's support? • How does your teacher support you with your independent practice?	*Students can discuss/evidence:* • that they are given extended opportunities to apply their learning • that they have an appropriate amount of independent practice in lesson time which allows them to successfully apply their learning whilst building resilience and stamina
	Powerful Knowledge and Cultural Capital	• Do you learn about what is going on in the world around you in this subject? Do you learn about society, politics, current issues etc? • Does your teacher encourage you to think about life after school and the opportunities that are available after you leave? • Do you learn about how the subject or the skills you develop in the subject are going to help you after you leave school?	*Students can discuss/evidence:* • how they draw upon key knowledge to demonstrate their cultural awareness and competence • how the teacher is building their aspirations by exposing them to a range of knowledge and experiences, which will enable them to achieve goals and become successful global citizens, regardless of their background
Challenge for All	**Purposeful Learning**	• Are the learning objectives for each lesson clearly shared with you in a way you understand? • Do you know what you are aiming to learn or achieve by the end of each lesson? • Do you feel all of the activities in each lesson help you achieve the overall learning objective? • Do you feel the pace of the lessons is appropriate for your learning? i.e. you do not feel you are moving on too quickly or going too slowly	*Students can discuss/evidence:* • that their learning is purposeful and clearly linked to the learning objectives for the lesson • how all learning activities are helpful in enabling them to achieve their learning objective • how they learn at an appropriate pace and show how their teacher makes adaptations when necessary to ensure the objective is achieved
	Effective Questioning	• How does your teacher use questioning in your lessons? • Do you put your hand up to answer a question or does your teacher call on you to answer a question? • Are you encouraged to develop your answers? • Are you encouraged to respond to answers your peers have given?	*Students can discuss/evidence:* • how their teachers use effective questioning strategies to engage, assess, develop and challenge their learning • how they could develop, critique or provide a counter argument to another student's answer
	Scaffolding	• Do you think your work challenges you? • Does your teacher ever break down difficult tasks into chunks? • Do you feel as though the level of support your teacher gives you is gradually taken away so that you are able to do tasks on your own? • (SEND students) Do you think your teacher uses the strategies agreed on your ILP? • What other support do you receive in class?	*Students can discuss/evidence:* • that there are high expectations for learning throughout the lesson • how support is given by breaking down learning into manageable chunks • how scaffolding is gradually removed to develop their independence • how their teachers implement effective classroom interventions to support their learning (PP, EAL, LAC and SEND) • for SEND students, that they feel supported showing that the teachers are making use of the individual learning plans (ILPS) • how they receive additional bespoke interventions

The following table should be used to evaluate the quality of teaching and learning from the student/s perspective. Whilst speaking to students, the discussion can be quality assured using the evaluation system of expert, secure and not secure against the core principles of the teaching and learning policy. The leader conducting the student voice should ensure a best fit judgement is made for each of the core principles.

		Questions	Students can discuss/evidence
	Positive Learning Habits	• Does your teacher insist on everyone having a positive attitude to their learning – making sure they're facing the front and engaged etc? • Do you find the classroom is set up well for your learning? • Do you always enter and exit the room calmly? • Does your teacher make sure everyone follows their instructions and meets their expectations?	*Students can discuss/evidence:* • that their teacher promotes positive learning habits throughout the lesson • that there is a stimulating learning environment in the classroom • how entry and exit procedures are calm and purposeful • that they are fully engaged in their learning and follow the teacher's instructions, showing they have high standards of themselves • that they present work in a way that demonstrates pride • that their teacher models respect and professional conduct at all times • their teacher encourages students to engage actively and positively in their learning
	Ambitious Curriculum	• Do you find what you are learning in the subject engages and interests you? Does it challenge you? • Do you always understand where you are in a learning journey? What you are aiming to achieve by the end of the unit/ half term?	*Students can discuss/evidence:* • that the curriculum has breadth and depth required to inspire and challenge them • how their learning fits into the wider sequence of learning i.e. 'the big picture' or 'learning journey' • how their lessons are sequenced effectively to develop their knowledge and understanding
Assessment	**Strategically Mapped Assessment**	• Are you on track to exceed or meet your target grade? • Do you know what you need to do to ensure you achieve or exceed your target grade? • After you have completed a progress check, do you understand what you have done well and what your need to do to progress?	*Students can discuss/evidence:* • if they are meeting the expectations required to achieve their target grade based on the success criteria and/or grade descriptors • how their Interim Progress Checks and Final Progress Checks show what they have done well against success criteria, and that they understand how they can make progress
	Assessment Criteria	• How do you teachers prepare you for your progress checks/ assessments? • Are you always given the criteria you have to meet before you complete a progress check/ assessment? Is this explained?	*Students can discuss/evidence:* • how their teachers prepare them to meet the assessment criteria, as written in their subject's curriculum document • that the criteria is shared with them prior to assessments and explained as appropriate • how throughout the lesson, the teacher provides them with information on how and why they have, or have not met the criteria
	Assessment for Learning	• How does your teacher check that you understand and that you are making progress? • How does your teacher help you to know more? • What does your teacher do if people in the class do not understand something?	*Students can discuss/evidence:* • how their teacher checks for understanding and monitors the progress of all learners at appropriate points in the lesson • how assessment for teachers adapt their lesson so that they are able to understand new knowledge • how they feel that they cement the required knowledge needed to access the next stage of learning before their teacher moves on to new concepts
	Plenaries	• How does your teacher make sure everyone has achieved the learning objective by the end of the lesson? • Does your teacher ever use post-it notes, exit tickets, mini-whiteboards, mini-quizzes or any other strategies to check on your learning?	*Students can discuss/evidence:* • how the lesson ends with an appropriate plenary that summarises their learning and demonstrates what they know, and may still need to know to be secure in their learning • how their teachers use effective plenaries
	Feedback	• What feedback do you receive from the work you complete? • Are your strengths identified? • Does the feedback you are given provide support for how you can improve? • Do you always understand the feedback you are given? • Are you given feedback on your work during the lesson? What feedback are you given during the lesson? • Are you given feedback to support your literacy?	*Students can discuss/evidence:* • how their teachers provide them with information on how and why they have or have not met the criteria, as well as strategies to help students improve • how live feedback can deepen their understanding • the feedback during the lesson increases the rate and quality of their progress and highlights/ addresses misconceptions • how the teachers use feedback to support their literacy, using the NCDAT literacy codes (appendix 1) • how their teacher provides feedback following the interim progress check and final progress check every half term, as stipulated in the curriculum document
Student Progress		• Can you talk me though your book and how you've progressed? • Do you feel you are progressing well in this subject? Why/ why not? • Do you know what you need to do to ensure you continue to make progress?	*Students can discuss/evidence:* • how they have made progress over time • what progress they have made over time • the next steps they need to take in order to make further progress

Interim Progress Feedback

Name	Subject
Effort Grade – Please circle/ highlight **1 - Exceeds expectations 2 - Meets expectations** **3 - Cause for Concern 4 - Serious cause for concern**	**Class**

Please circle/ highlight
N – Not making expected progress
A – Almost making expected progress
M – Making expected progress
E – Exceeding expected progress

Strengths – what you have achieved:

To progress you need to:

Final Progress Feedback

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Name	Subject	**Please circle/ highlight**
Effort Grade – Please circle/ highlight **1 - Exceeds expectations 2 - Meets expectations** **3 - Cause for Concern 4 - Serious cause for concern**	**Class**	**N –** Not making expected progress **A –** Almost making expected progress **M –** Making expected progress **E –** Exceeding expected progress

<u>**Strengths – what you have achieved:**</u>

<u>**To progress you need to:**</u>

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