



Royal Wootton Bassett Academy Learning/Teaching and Assessment Policy

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RWBA Responsibility: SPD

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Related Policies:

Marking and Feedback Policy

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1. Statement of Philosophy

At Royal Wootton Bassett Academy we believe that learning is the process by which students gradually acquire and assimilate knowledge, concepts, skills and attitudes to enable them to make greater sense of the world.

Teaching and learning is central to our work as educators and it stems from the School's aims and ethos. Every student is uniquely gifted and should be valued accordingly. Students of all ability levels will be given equal opportunities to learn in order to achieve their full potential. Our purpose is to create a learning environment which fosters motivation and allows all students to flourish. We strive not to simply teach knowledge but to empower our students by teaching them *how* to learn. Students are encouraged to believe that anything is possible and their potential is boundless (Growth Mindset). As a school we also seek to actively challenge and overcome any inequalities and disadvantages that exists.

This policy exists to clarify what we see as best practice and it fully embraces the aims and values of our School.

Our prime aim is that Royal Wootton Bassett Academy is a school that students and staff want to come to because learning is exciting and enjoyable. Everyone associated with the school will be proud to be so and our students will leave us well prepared for the global challenges of the 21st century and as lifelong learners.

2. Aims

- To provide a personalised learning experience for every child that takes full account of their individual needs, interests and aspirations.
- To focus upon continual raising standards of teaching and learning in the school to inspire and motivate students and staff.

- To improve levels of achievement and attainment as a consequence.
- To develop an ethos of growth mindset whereby everything is achievable with effort.
- To identify and share good practice in learning and teaching across all curriculum areas.
- To develop our range of learning and teaching styles to create an exciting and creative learning culture.
- To enable students to be independent and confident learners.
- To make links with the learning that students do outside the classroom.
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.

3. Procedure

a. Marking and Feedback (see policy)

- Teachers should assess pupils' work regularly, according to the School's marking and feedback policy;
- Staff should use analysis of assessments to inform their teaching and to structure intervention strategies;
- Effective use of data is critical to inform students, parents and other staff of pupil progress towards target grades;
- Students **MUST** make responses to feedback with a view to improving their work.

b. Planning and Preparation

- All Teachers should plan lessons that allow all pupils to progress in their learning;
- Learning Intentions should be evident and clear to the students. Success Criteria **MUST** be made explicit to all students;
- The lesson should have a structure which will typically be based around 'The Bassett Lesson'.
- A variety of activities and resources including ICT (where appropriate) should be planned, taking into account the individual needs of the students;
- A variety of questioning techniques should be used and where possible, questions should be pre-planned;
- All teachers should have an in depth knowledge and understanding of the scheme of work/exam syllabus they are teaching.
- Teachers **MUST** know the background of the students they teach (eg. SEN, Pupil Premium etc.) and use appropriate strategies to ensure better than expected progress for all.
- Teachers must use previous knowledge and data about students to set an appropriate level of challenge.

c. Teaching

- Teachers should encourage both independent, small group and whole class activities;
- Positive behaviour management and encouragement for pupils to achieve should be focussed on and appropriate department/school policy followed for behaviour management issues.
- Ensure teaching has 'stuck' through rigorous in-lesson checking;
- Reinforce student aspirations through the challenge offered;
- Enable resilience to be developed through taking risks and overcoming barriers;
- We are all teachers of literacy and numeracy – ensure each has a focus and that the implicit is made explicit.

d. Assessment

- Assessments must reflect the new QCA skill requirements and questioning styles in each Key stage (i.e. KS3/4 to reflect the new KS4 specifications and KS5 to reflect the new BTEC/A Level specifications).
- Assessments undertaken must match the HOD's Assessment Plan each year except with prior arrangement with HOD.
- Formative assessment is encouraged to be reviewed as by self/peer and teacher methods to inform AFL.
- Attitude to learning (AtL) assessment has parity with academic assessment within the development of an RWBA pupil so Assessment Plans should include collation timings of this data also.
- To encourage and promote knowledge retention and independent revision all summative assessments must have a synoptic percentage of 30% to reflect the new linear courses.
- Summative assessments must have an agreed set of grade boundaries as defined by departmental leaders.
- Data reporting of grades can only have 3 sub category (1 whole grade) variance (to allow for professional judgement around homework/classwork quality, AtL elements etc.) from summative assessment result at Years 7&8, 2 sub category variance for Yr. 10/12 and one sub level at Yr. 11/13 when reporting current grades, to better inform interventions. Expected grades should be a best professional estimate of the end of year final outcome, with all aspects considered.
- Pupils who are entitled to assessment concessions must be planned for in conjunction with the Personalised Learning Team and in consultation with departmental leaders and pastoral teams.

4. Monitoring and Evaluation of Learning and Teaching

- Classroom teachers are responsible for the progress of all pupils in their classes and for self-evaluating their own performance and professional development. This can be achieved by:
 - Self-evaluation of their own subject knowledge and understanding of changing educational initiatives;
 - Self-evaluation of the quality and effectiveness of their own teaching and classroom management through auditing progress against Teachers' Standards;
 - Monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- Reviews of learning and teaching will take place on an on-going basis and will involve:
 - A performance management observation by their Line Manager;
 - Lesson observations conducted by members of the Leadership Team;
 - Quality Assurance Walks/Drop-ins on a regular basis;
 - Work scrutiny undertaken by HOF/HOD/LT.

5. Continuous Professional Development

Teachers should:

- Be responsible for their own CPD; interact with the CPD entitlement for their career stage through discussion with their line manager (see Appendix 1)
- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- Discuss learning and teaching in Department Development time in order to share good practice;
- Plan their own CPD programme in conjunction with their Line Manager as a result of the Appraisal/Performance Management process and by reflecting on the Teachers' Standards 2012 document.;
- Keep a record of CPD activities they have attended and the impact of this CPD on their practice.
- Involve themselves in optional CPD on areas of professional interest;
- Follow the approved procedure for requesting a place on an external course.
- We are not able however to fund or part fund higher education costs (under/post graduate study).

Appendix 1



Royal Wootton Bassett Academy Teacher CPD Offer by Career Stage



BEGINNING TEACHERS	NQTs	RQTs	MIDDLE MANAGERS & EXPERIENCED TEACHERS	SENIOR MANAGERS	ALL STAFF
What's on offer? 1) SCITT trainee 2) PGCE University led 3) Undergraduate placements	What's on offer? 1) NQT Induction 2) NW Federation NQT collaborative programme 3) Teach Meet events 4) Professional Learning Model (PLM) 5)	What's on offer? 1) Improving Teacher Programme (ITP - <u>Olevi</u>) 2) Learning Forums 3) Exam Board specific curricula training 4) Active research into classroom practice 5) NW Federation Aspirant Middle Leaders Course 6) Professional Learning Model (PLM)	What's on offer? 1) Outstanding Teacher programme (OTP- <u>Olevi</u>) 2) Outstanding Facilitator Programme (OFP – <u>Olevi</u>) 3) Power of Coaching (POC – <u>Olevi</u>) 4) NW Federation Aspirant Senior Leaders 5) Professional Learning Model (PLM) Leadership 6) Action Research (Whole School Focus) 7) Leading of Learning Forums 8) Advanced CP Training (Role specific)	What's on offer? 1) NPQSL (or equivalent) 2) NPQH 3) Ofsted Shadowing Training 4) Power of Coaching (POC – <u>Olevi</u>) 5) Professional Learning Model (PLM) Leadership 6) Action Research (Whole School Focus) 7) Leading of Learning Forums 8) Safer Recruitment 9) Advanced CP Training	What's on offer? 1) External CPD on request 2) First Aid Training 3) Safeguarding 4) Child Protection 5) Prevent Agenda training 6) E Safety training 7) New Staff Induction
When can it happen? Applications from 21 st Oct via UCAS for SCITT trainees	When can it happen? Ongoing throughout the year, both at subject and whole school level. Learning Forums ongoing throughout	When can it happen? ITP will be from Term 2 of second year of teaching. Learning Forums ongoing throughout	When can it happen? Typically in the first months of new school year planning will be undertaken through line manager. Good progress towards Performance Intension's should be considered	When can it happen? Typically in the first months of new school year planning will be undertaken through line manager. Good progress towards Performance Intension's should be considered	When can it happen? External CPD requests on Training form (staff room) Other training either annually or when <u>specifically</u> required