



# **Isca Academy**

## **Teaching and Learning Policy**

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## Aims & Rationale

Learning is everybody's responsibility and is the core business that lies at the heart of our Academy. We aim to create an exciting learning environment to support excellent progress for all students, taking into account any learning barriers. This policy aims to keep learning the focus of what we do and provide all stakeholders with a clear vision of teaching and learning. Effective direct instruction is the bedrock of our practice. The *Isca 6* provides a common language of learning for all:



## Roles and Responsibilities

Learners	• Actively participate in learning/lessons, and arrive prepared with correct equipment. Complete all homework and other work set to the best of their ability.
Form tutor	• Set and reinforce expectations of behaviour for learning and effective learning habits. Ensure that any early intervention addresses any causes for concern and monitor the academic progress of all students. within their tutor group.
Teachers	• Plan and teach exciting lessons with pace and high levels of challenge, leading to high levels of student progress . Ensure there is an up to date understanding of all curricular and examination developments. and remove barriers to accessing this.
Head of Department	• Have the overarching responsibility for modelling, monitoring and tracking the quality of teaching and learning within their Department.
Senior Strategic Lead	• Deputy Headteacher- IC Teaching and Learning • Monitor and track the quality of teaching and learning across the Academy, advise the Headteacher, Academy Leadership Team and governors on the quality, support and developments in place to continue to improve this area over time.
ALT	• ALT Link teacher per Department (line manager) • Monitor, track and support the subject leaders in improving the quality of teaching and learning within their Department. Provide support with SEF QA cycle.

## Relationships

- Know all students beyond their academic profile, for example, what are their interests/hobbies? What are they successful at? show an interest in them
- Use positive language in **all** interactions; smile and welcome **all** students into your classroom
- Individual interactions are key; at least one learning interaction with every child every lesson
- Discuss the behaviour for learning habits should something go wrong, rather than the student personally
- Teachers let students know it's okay to ask for help
- Teachers and students take time to listen to each other.

## Challenge

- Safe and considered 'risk' is planned into learning for **all** students
- Make learning tough for **all** students
- Students challenge each other
- Everyone is held to the same high standard
- High expectations in every lesson - layers of challenge
- Challenging vocabulary is available for use in students responses and is actively taught and encouraged
- Interleaving is planned and skilfully used to improve students long term retention of knowledge
- Succinct and timely feedback challenges students' thinking.

## Questioning

- Will use the *Cold Call and Stretch it* direct instruction only
- Thinking time is essential for all, before nominating who will answer
- Provides an opportunity for all students to secure early success in a lesson
- Encourage all students to ask questions
- Demand whole sentence answers from students
- A safe culture means it's okay not to know the answer
- **All** students are accountable to provide answer
- Used to foster speculation, hypothesis and idea/opinion forming

## Resilience and Independence

- Students are exposed to opportunities to take considered risks and to fail and succeed within their learning
- The learning environment is supportive and students feel safe
- Opportunities for early success builds confidence in students
- Resilience needs a positive relationship with the teacher, not uncompromising independence
- The teacher models and nurtures optimism
- The teacher does not always rush to rescue students from a problem

## Pace and Structure

- Plan for and provide 58 minutes of undisturbed learning
- Greet all students at the door, ensuring an ordered, calm and consistent start
- There are no opportunities for 'down time'
- Silent 'do now' brings about absolute focus on learning from the moment students enter the classroom
- Teachers model concepts skilfully, using the *I/WE/YOU* strategy
- Progress is evident, measurable and **all** students can articulate this - they know what to do next and where are they going
- Challenge is achieved through scaffolding (*Name the Steps*) to ensure every student makes rapid and sustained progress.

## Learning needs to:

- Develop literacy and numeracy skills
- Allow students to develop socially, emotionally, physically and academically
- Be inspirational, focused and targeted
- Be exciting, challenging and memorable
- Accelerate students' progress

## Lessons should:

- Be well *PLANNED* to meet the needs of the group
- Have *PACE*
- Be *CHALLENGING* and push students' understanding forward
- Be *STIMULATING, EXCITING* and *ENJOYABLE*
- Be *FOCUSED* and *PURPOSEFUL*

- Be *INCLUSIVE* through catering for the needs of ALL learners and removing barriers allowing all students to access the learning
- Have a *VARIETY* of activities
- Foster *CREATIVITY* and *INNOVATION* in the students
- Have time built in for *REFLECTION*
- Demonstrate *PROGRESS* of all learners

#### Learner responsibilities:

- Understand lesson outcomes through shared success criteria
- Be fully prepared and equipped appropriately for their learning
- Respond to *Cold Call and Stretch It* questioning to the best of their ability
- Be motivated, interested and play an active role in making progress
- Use both peer and self-assessment fairly and responsibly to improve their learning
- Generate ideas and concepts
- Collaborate effectively with others and show respect to each other
- Actively participate in lessons
- Demonstrate a commitment to achieve their own targets
- Be resilient in their learning
- Show individual accountability for their own learning
- Put the best effort in to their work
- Read comments written by teachers and respond positively to the instructions to improve their work
- When advised, self-assess work using the criteria provided
- Catch up on work after any period of absence
- Keep standards of presentation of work high and take pride in all work undertaken

#### Teachers will:

- Ensure they frequently reflect upon and meet the Teachers' Standards
- Promote learning and their subject area
- Provide a rich variety of learning experiences for ALL students
- Plan lessons taking in to account the students ability and start point whilst still having high aspirations for all
- Regularly assess and feedback to students on their progress through as range of AFL strategies and adhere to the subject feedback guidelines to support next steps and feed back to all students
- Advise students on how to improve work in their books or folders. Key questions or statements are given, not lengthy targets.
- Allow students to improve their work and remark it when done. (We call this dedicated improvement and reflection time)
- Continually re-assess student progress, intervening where necessary to maximise student achievement
- Insist on high standards of presentation and care with all work (draft and final)
- Share good practice in meetings
- Co-operate with Academy Leaders by providing, when asked, a sample of student work
- Recognise and reward effort and progress in a timely manner
- Have consistently high expectations of all students and foster a culture of high aspirations
- Apply the Ready To Learn Policy consistently and fairly
- Create a non-judgemental environment where students feel valued and safe

- Develop a creative and exciting learning environment
- Maintain a regular liaison with all parents and carers about the progress of learners

## **Monitoring and Evaluation**

**Leadership roles** – The Academy Leadership team have a responsibility to ensure the teaching and learning policy is adhered to consistently across the Academy through monitoring and supporting each of the subject leaders.

The Academy Leadership Team (ALT) evaluates the effectiveness of the Teaching and Learning policy by:

Validating and supporting Department judgements through the subject study, this will include:

- Work Scrutiny
- Analysis of student progress
- Learning walks
- Student voice feedback
- A meeting with subject leaders
- A detailed analysis of the subject curriculum sequence and plan

In addition to this there is an annual review of exam results

The expectations and roles of a **classroom teacher** are as stated above (Teachers will..)

**Heads of Department** are key in the process and the means by which they monitor and further develop teaching and learning are outlined below:

- Subject study – This looks forensically across each Department at the sequencing of the curriculum, the quality of teaching and learning and the progress of all students. This involves the head of department (and 2iC/Lead Practitioners in English and Maths), a member of the leadership team and the wider department team.
- Department Development Plans (DDP): This is drafted in line with the Academy improvement plan. This is a live document that should drive the direction of the Department for improving teaching and learning and be refined and monitored after each subject study

## **Line Management**

There is an ALT link for each Department. There are fortnightly meetings between the HoD and their line manager. The focus of these meetings follows a business cycle which will include: curriculum sequencing, implementation and impact, a work scrutiny, rigorous data analysis, learning walks and student voice alongside any other matters arising.

## **Academy Leadership Development Time**

This is a meeting, typically three times per term, where members of the ALT and the Heads of Department come together to share good practice, discuss and debate teaching and learning and other timely curriculum matters. As part of this development forum the aims are that there will be an:

- Improvement of the use of data to affect overall Academy progress for all students
- Develop the use of QA through Department Self evaluations to inform school improvement
- Develop innovative strategies for improving learning outcomes
- Share good practice
- Develop common approaches to practice to ensure consistency across the Academy

## CPD

CPD is an integral part of developing teaching and learning. The programme aims to meet the needs of teachers and TAs whilst aligning with the whole school improvement plan in order to make teaching and learning more effective.

- There are two strands to professional development; Subject Specific and precision coaching
- Staff who have particular challenges in their teaching will have a fully supported and monitored plan to ensure they have access to the professional development and support to move their practice forward
- There are supported action research routes for all staff at masters level and non-masters level
- All staff are expected to share practice and support each other
- Chances for staff to share good practice are commonplace developing staff as leaders of teaching and learning
- There are also opportunities to develop leadership and management skills through involvement with programmes such as NPQH, MLDP, NPQML and NPQSL
- Teacher Appraisal is fully integrated and should be used as a mechanism to support colleagues in improving their practice and therefore raising standards. Please see appraisal policy for further information

## Feedback guidelines

The guidelines set out below are generic guidance for teachers, parents and students. Each Department has their own specific marking and feedback policy.

### Rationale:

Effective feedback is the process of the teacher diagnosing where learners are in relation to where they need to be, this can be derived from one of or a combination of the following; curriculum defined success criteria, factual information and learning objectives, and then using pedagogical strategies to outline how to get there. Formative assessment concentrates on learning as it is taking place, with an explicit focus on bringing about rapid and sustained improvements in learning gains. These guidelines focus on the written element of assessment for learning. Summative assessments such as tests/mock examinations and controlled assessments are marked separately.

### Objective:

Feedback guidelines bring a consistent approach to ensure students reach or exceed their potential. A large proportion of feedback will take place as students are working to complete sections of, or whole pieces of work to demonstrate their learning. Much of this is verbal and does not require evidencing. Diagnostic written feedback requires students to have undertaken a piece of work that enables them to demonstrate their learning. This cannot be undertaken effectively solely from simple questions or short tasks in isolation.

### Why is written feedback so important?

**M**otivation – students are more likely *to engage* with our expectation to make improvements if marking is regular and formative.

**A**ssessment for Learning – students know how to make improvements and are given the appropriate time to do so. This is then revisited to check understanding.

**R**egular feedback to inform teachers, students and parents of learning gains and diagnose misconceptions

**K**nowledge and understanding can be checked and corrected by the teacher.

**I**ndependent learning – comments by the teacher in the form of questions can promote research and self-regulation of learning.

**N**eeds of individuals – all students are challenged appropriately as teachers mark and guide according to ability.

**G**ains in learning are accelerated through correcting faulty interpretations of ideas and misconceptions. Followed up by checking progress after pupils have received dedicated time to improve their work.

## Expectations:

### 1. What should be marked?

Written pieces of work that contribute to evidencing learning should be marked with diagnostic developmental instructions or questions where appropriate to ensure students are secure in their understanding.

Avoid	Ensure
Marking every single page of work (unless of course you are annotating key pieces of coursework etc.. where it may be appropriate) Avoid 'tick and flick', well done, good work and generic think comments	You mark key aspects of work that will accelerate progress for <u>all</u> students. This may differ from student to student and in frequency across year groups. Consider if your feedback is summative or formative
Evidencing verbal feedback in books/electronic books (date stamp, students writing a transcript of the conversation etc...) it's a waste of everybody's time so STOP!	You exploit various approaches to feedback; peer to peer, verbal, written, use of new technologies such as video and audio capture – variation is key.
Pointless and unnecessary dialogue; don't write anything you could have verbally expressed for the sake of it	You mark in-line with the department and school feedback guidelines and plan for students to rework/redraft key pieces of work
Writing extensive feedback on every piece of work, or work that will not improve and secure progress in learning	Marking has impact. Provide diagnostic feedback to stretch and challenge the learner(s)
Superficial DIRT for the sake of it and discourage simple student acknowledgement of your marking such as; "thanks" or "I understand" – ask yourself, what does this achieve?	You plan for DIRT where it will have high impact upon student progress as a result of your feedback. This is the opportunity for students to rework/redraft work to secure progress. Remember the time allocated isn't a 'one size fits all' it will probably be different from student to student.

### 2. Is there a particular way in which work should work be marked?

There is no particular or preferred style of marking students work. Quite simply, it is imperative that all students receive regular developmental feedback that accelerates learning gains, this can take the form of both verbal and written diagnostic feedback. The focus should concentrate on managing students misconceptions, link to relevant success criteria and be structured to allow

students the opportunity to correct and improve the work. Written comments should identify where improvements need to be made. Students need to receive instructions or questions based upon the teacher’s diagnosis of the work that when completed by the student will improve their progress. There is no requirement to write grades and levels on the students’ work as it progresses, teachers should use professional judgement about this.

### 3. Frequency

The Isca feedback promise:

- Include development points
- Be written in green pen
- Give students time to respond
- Develop literacy skills

### Marking for Literacy:

Teachers should pay attention to the marking for literacy expectations related to spelling, punctuation and grammar (SPaG). Throughout the section of work that is marked, the following notation will be used to highlight spelling, punctuation and grammar; this will be included on the cover of every exercise book:

Literacy			Presentation Promise	
The codes mean:		You will:	You will:	
<b>SP</b>	Spelling mistake	Correct the spelling	<ul style="list-style-type: none"> <li>✓ Date, title and underline your work</li> <li>✓ Write in blue or black pen</li> <li>✓ Respond to teacher feedback</li> <li>✓ NOT doodle/graffiti on your work</li> </ul>	
<b>P</b>	Incorrect punctuation	Add or correct the missing punctuation		
<b>~</b>	Grammatical error	Identify the error and correct it		
<b>//</b>	New paragraph needed	Identify where a new paragraph should be and add a //		
<b>C</b>	Capital letter needed	Add the missing capital letter to your work		
<b>V</b>	Improve vocabulary	Chose a more powerful or appropriate word to use and add it to your work		

## Roles and Responsibilities

### Teachers

- Mark work regularly according to Department/subject expectations.
- Advise students on how to improve work. Key questions or statements are given, not lengthy targets.
- Allow students to improve their work and remark it when done. (We call this dedicated improvement and reflection time)
- Insist on high standards of presentation and care with all work (draft and final).
- Use fine diagnostic methods to correct faulty interpretations and misconceptions.
- Share good practice with feedback strategies.
- Co-operate with ALT and HoD by providing when asked a sample of marking.
- Recognise and reward effort and progress.

## **Head of Department**

- Must ensure that this policy is developed and adapted to suit the curriculum model across both key stages. This must be understood by all members of their team.
- Must uphold the policy by complying fully with the expectations and modelling the practice expected of their team.
- Must participate in work scrutiny as part of their ongoing self-evaluation.

## **Teaching Assistants**

- To read through the comments written by teachers in order to guide any students with additional needs.
- To use the notation consistently and in accordance with the whole school approach referred to above.
- Advise teachers on personalisation for students with additional needs.

## **Students**

- Put the best effort into their work to be marked at all times
- Read comments written by teachers and respond positively to the instructions to improve their work
- When advised, self-assess work using criteria provided
- Peer assesses work fairly and responsibly, giving strengths and next steps
- Catch up on work after absence to ensure it is all completed to the deadlines set
- Keep standards of presentation of work high and take pride in all work undertaken
- Take responsibility to ask for guidance if tasks set are unclear

## **Parents/Carers**

- Read through the comments written by teachers regularly
- Support teachers by checking that students are organising their work and completing tasks that are set
- Check that students are packing the correct equipment, books and work for every day of the week.

## **Work Impact Assessment**

These guidelines have been written with consideration given to teacher workload and wellbeing. Marking has been reduced by allowing departments to interpret their own guidelines from this master document. Through not over-prescribing how teachers should mark, but instead switching the emphasis to marking for impact using professional judgement alongside guidance linked to diagnostic approaches, comments on work are limited to key questions/statements therefore reducing the need for lengthy target setting comments.