



WARBLINGTON  
SCHOOL

# TEACHING, LEARNING AND ASSESSMENT POLICY

Current document may be accessed under the policies tab at: [www.warblington.hants.sch.uk](http://www.warblington.hants.sch.uk)

## Document Control

Baseline Document	Comments/ Scheduled/Review Date	Action/ Reviewed by	Approved by the Governors
April 2014	Autumn 2015	Jackie Lowe Assistant Headteacher	Curriculum & Achievement Committee
	Spring 2017	Jackie Lowe Assistant Headteacher	Full Governing Body
	Spring 2019		

**Document Owner: The Governing Body, Curriculum & Achievement Committee**

Leadership Team member responsible: Assistant Headteacher – Teaching & Learning



## **UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD**

### **Article 3 (best interests of the child)**

The best interests of the child must be a top priority in all decisions and actions that affect children.

### **Article 28 (right to education)**

Every child has the right to an education

### **Article 29 (goals of education)**

Education must develop every child's personality, talents and abilities to the full

## **Vision Statement – a learning journey**

At the heart of our school community are the students. At Warblington School we are proud to offer a learning ethos based on aspiration, mutual respect and inclusivity. Everyone is treated as an individual, is listened to and encouraged to persevere to build their resilience as learners.

Growth Mindset is central to our work with students; challenging students to move out of their comfort zone and reassuring them that making mistakes is part of the learning journey. We always make sure that our students are challenged and stretched to ensure that they reach their full potential.

Diagnostic assessment is regularly used to provide teachers, students and parents with the most up to date information about progress so that the learning journey is tailored for the individual.

Our fundamental belief is that with the application of effort, motivation and perseverance all students will reach their potential no matter what their starting point.

## **Coaching – “a coaching school”**

Central to the ethos of Warblington School is coaching, which we believe has a direct impact on the quality of teaching and student learning. Our staff are the most valuable resource we have; therefore, there is significant on-going investment to ensure staff are trained as coaches and that coaching pervades all aspects of our professional practice.

We firmly believe that this open dialogue enables the individual to feel supported and valued. The principles underlying coaching are that it:

- Fosters professional relationships based on trust.
- Is non-hierarchical and voluntary, supporting others to grow
- Uses questions to help colleagues find solutions by reflecting on their practice and exploring the professional challenges.
- Ensures commitment to action operating based on strict confidentiality.

## **Teaching, Learning and Assessment**

This is the most fundamental of all school policies. It is focussed on the needs of the learners reminding us of the reasons for the existence of the school and the criteria by which we are judged.

### **Rationale**

Warblington School is committed to raising the achievement of all its students. We understand the strong correlation between the quality of teaching and the quality of learning. We recognise that all students have special skills, abilities and aptitudes. Each has an entitlement to a broad, challenging and appropriate curriculum.

There is no barrier to achievement, intelligence can be developed. It is, therefore, the aim of Warblington School to develop the whole child and enable them to become successful members of society with a lifelong love of learning.

### **Aims**

- To provide accurate and timely assessment and feedback so that each student understands what they need to do to improve and how to do it. Focussing solely on high expectations is not enough.
- To ensure that students feel valued and have a clear understanding of how well they are doing.
- To provide feedback which will help students to improve their work and inform teacher planning, monitoring and intervention activities.
- To provide equality of opportunity in learning by offering an inclusive, broad and rich curriculum appropriate to students of all abilities.
- To give each student the best possible opportunity to fulfil their educational potential and enable them to develop as creative, independent and resilient learners.
- To raise the standard of academic performance and achievement so that each student is encouraged to achieve maximum progress in all subjects.
- To encourage students to become responsible for their own learning by working co-operatively using a variety of methods and contexts. We believe that this will best equip them for life in modern society.
- To provide opportunities for resilience, initiative, enterprise and the acquisition of good communication skills.

## **The Learning Experience**

The teachers and support staff at Warblington School work as a team. All lessons are planned with clear aims and objectives using a variety of learning styles. The school makes use of data to set realistic yet challenging targets and teachers build on prior learning to deliver continuity and progress.

We are an inclusive school; our classrooms are made up of individual learners with a variety of needs. Teaching at the school takes full account of all students and fundamentally believes that differentiation is crucial for students' learning. All staff plan carefully for their classes and hold "pen portraits" for all students enabling them to plan effectively by considering outcomes, tasks, resourcing and student's groupings. HLTAs and other support staff are deployed effectively to support the learning in the classroom.

All lessons have clear learning objectives and outcomes with a sharply focussed start using a range of activities designed to immediately engage the learner. The success criteria are made explicit so that students understand what they are doing and why.

***It is our belief that students make most progress when they feel respected, valued and supported to be sufficiently resilient to keep trying. We therefore expect our students to:***

- Arrive punctually to all lessons fully equipped to maximise the learning opportunity.
- Work effectively and purposefully in a range of contexts.
- Support one another, working collaboratively, recognising that the contributions of all are valid.
- Have the Growth Mindset resilience to tackle problems independently before seeking help from a fellow student, the teacher or member of support staff.
- Read and respond to the feedback provided by teachers, support staff and peers to help them improve their work and develop an understanding of their progress.
- Make safe use of Information Communication Technology (ICT), in accordance with the school policy, to develop their learning, access a wide variety of material sources and use appropriate methods to present their work.
- Complete all homework using Classcharts with deadline dates.
- Leave lessons, at the direction of the teacher, in an orderly manner allowing efficient transition between lessons.

## **1. Inclusion**

We believe that every student at Warblington School is entitled to a positive and meaningful learning experience. The teaching and support staff have collective responsibility to meet the educational needs of **all** students. To ensure all aspects of inclusion are met fully, Warblington School:

- Sets suitably differentiated learning challenges.
- Responds to students' diverse learning needs.
- Works to overcome any barriers to learning and assessment.

## 1.1 Students with SEND

A student will be described as having as Special Educational Needs and Disabilities (SEND) if they require provision to be made to support any learning, physical, sensory, emotional or behavioural difficulties.

## 1.2 Students with learning difficulties

A student will require support if they have:

- significantly greater difficulty in learning than most children of the same age or;
- if they have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the Local Authority.

## 1.3 More and Most Able

Students will be identified as More and Most Able (M&Ma) if they have specific intellectual abilities, sometimes manifested as an aptitude in a subject. Such students often exhibit high levels of creativity or productive thinking and strong leadership qualities. Full details of inclusion can be found in the school related policies. [T:\policies](#)

## Teachers at Warblington School aim to:

- Create and maintain a purposeful environment to ensure that the learning is as creative as possible to develop understanding and skills.
- Encourage independence and active learning offering the opportunity to work in different ways such as in pairs, small groups and whole class situations.
- Provide exemplar work so that students understand the response or outcome required.
- Support the learning with a scaffold of differentiated questioning to probe and develop students' understanding and encourage active listening.
- Provide opportunities that stretch and challenge the individual by extending and deepening knowledge.
- Address barriers to learning which may prevent students from achieving, such as passive behaviour or lack of confidence.
- Be aware of other factors that might affect their learning such as (SEND) or other social or emotional influences and plan for these in the lesson.
- Give regular, positive detailed feedback using a variety of assessment methods including peer and self-assessment.
- Ensure that all students have thinking time and opportunities to reflect and act on the feedback given by others using Time to Reflect, Improve and Move forward (TRIM).

- Correct literacy errors using the agreed school marking code and expect students to act on it.
- Provide timely narrative reports to inform parents and carers of their child's achievements, attitude to learning, effort in class and areas they need to improve.
- Celebrate and reward purposeful effort, challenge underachievement.
- Demonstrate flexibility in approach and be prepared to deviate from the lesson plan where appropriate to support learning and understanding.
- Encourage students to develop effective study and personal learning skills.
- Set a variety of homework tasks to deepen, extend or initiate learning.
- Engage in Continued Professional Learning (CPL) activities to develop professional practice underpinned by whole school coaching.

## **2. Assessment for (and of) Learning**

Effective assessment is fundamental to successful teaching and learning. It gives students clear guidance about the standard of their work and how they might improve.

Assessment at Warblington School aims to:

- Raise achievement by offering students the opportunity to act on the assessment.
- Provide formative information which allows students to identify areas of success and areas for development.
- Provide summative information to indicate the student's progress and achievement to date.
- Inform planning to respond to individual student's needs.
- Use comparative data to set appropriate targets at an individual, class, year group and whole school level.

### **2.1 Recording and Reporting**

All students will have a minimum of one piece of assessment per half term which is graded and returned with detailed written feedback in accordance with subject information contained in the assessment and homework policy.

Assessment data will be recorded and reported to parents and carers in accordance with the dates set out in the school assessment calendar.

Other feedback will take the form of WWW and EBI or use the learning Q stamp and be specifically related to the learning objectives. All teacher feedback will be done in RED pen, be legible and model good handwriting to the student.

### **Growth Mindset feedback should:**

- Identify the 'learning gaps' of individual learners
- Be specific and clearly focussed on learning goals with a view to moving the learning forward
- Be challenging and used to encourage learners to aspire to excellence
- Focus on what learners are getting right – so that they can continue to do so
- Require learners to read and respond to the feedback
- Give a clear indication of how well learners are learning and should inform future lesson planning

### **It should focus on rewarding effort by:**

- Encouraging learners to love challenge and be intrigued by mistakes
- Enjoying the effort to keep on learning
- Avoiding the temptation to reward speed and perfection
- Using phrases such as: 'you really studied', 'you gave this a lot of thought', 'you took on the challenges', 'you worked hard to learn new things', 'I admire the way you concentrated and finished'
- Giving honest and constructive feedback – if you 'protect' them they will not learn well. Feedback should help the learner understand how to fix something – not label or use excuses
- Not lowering standards. This leads to poorly educated learners who feel entitled to 'easy' work with lavish praise.
- Not raising standards without providing learners with ways of reaching them e.g. scaffold work, differentiated resources.

## **2.2 Literacy**

Literacy will be corrected using the agreed school codes. Students will be asked to redraft and resubmit written work which fails to meet expected standards.

## **2.3 Self and Peer Assessment**

All subjects will seek and provide opportunities for self and peer- assessment at both key stages.

## **2.4 Recording should:**

- Be systematic and fulfil both school and departmental criteria.
- Be electronically stored on Assessment Manager (SIMS).

### **3. Process and Implementation**

To plan for good learning teachers, need to be aware of areas of weakness in student learning, as well as what students already know and understand. The identification of a student's barriers to learning as well as their current attainment is therefore crucial so that they can plan to address issues and deliver teaching that is targeted at groups' and individual's needs.

#### **3.1 Pen Portraits**

Staff will complete pen portraits using Classcharts for each group they teach assessing progress against the curricular targets. They will identify the barriers to learning and the appropriate intervention each student needs to meet the curricular targets. The information will be kept in data folders, available to visitors to the classroom, and recorded on SIMS. The information will be updated at each data collection point detailed in the school assessment calendar contained the appendix.

#### **3.2 Lesson Planning**

Teachers will ascertain what students specifically already know and understand and this will be used to inform the identification of curricular targets, objectives for whole year groups, classes, sets and individuals. Every teacher will be expected to use this information to inform their medium and short term lesson planning to meet the needs of all learners.

#### **3.3 Homework**

It is recognised that learning takes place inside and outside the classroom. Wherever possible homework will be designed to extend the skills of literacy, oracy and numeracy. It should build the skills necessary for students to become independent learners by consolidating, extending and enriching the learning in the classroom. It can include research, learning vocabulary, practising a skill, revising or reading. To support students the homework should:

- Identify a range of meaningful tasks which facilitate reflection on, or progress in, learning.
- Integrate homework tasks with lesson planning and learning outcomes.
- Provide timely and constructive feedback following the school policy which sustains student motivation and facilitates progression.
- Encourage the consistent use of Classcharts online facility.
- Be set regularly by subject in accordance with the assessment and homework policy contained in the appendix

### **4. Monitoring and Evaluation**

#### **4.1 Recording – Process:**

- Subject teachers will record through SIMS a minimum of one assessment/tracking information per term per student. Subject teachers will ensure that there is a close

correlation between the data given to students as part of the feedback process and data recorded on SIMS.

- Subject teachers will record through SIMS the internal examination and Pre- Public Examination (PPE) data. This may contribute to the tracking information recorded each term.
- Subject teachers will ensure that accurate data is entered into Assessment Manager by the specified deadline.

#### **4.2 Reporting should:**

- Inform parents/carers of their child's achievements.
- Be easily understood by all users.
- Inform the dialogue between school, the student and parents/carers.

#### **4.3 Reporting – Process:**

- Data is collected for all students, including those educated offsite, and it is included in SISRA for school analysis.
- The assessment data is uploaded in SISRA within a week of the data entry.
- SIMS uses termly tracking data or examination data to produce termly short data reviews for parents, which will be uploaded to the VLE and SISRA.
- The assessment data will be uploaded into SISRA within a week of the data entry for analysis by subject teachers and their HODs.
- Data is collected for all students educated offsite and HOYs will ensure that it is included in SISRA for school analysis.
- Tutors are to use tracker information with students and parents during mentoring conversations.
- Subject teachers will produce one long narrative review which will comment on the student's achievement, attitude to learning, effort and areas for improvement.
- Tutors will enable students to review their learning experiences through their narrative reviews and tracker to produce a summary of key points for progress.
- Tutors will read all subject teacher comments and write an overview for each student.
- All review comments will be checked before the publication dates contained in the school calendar

#### **4.4 Tracking and Intervention- Process**

- Subject teachers will use the information contained in SISRA to identify and plan class based intervention activities to address any underperformance.
- HODs will use SISRA to monitor the progress of all students and groups of students (PP, ever 6, Service EAL, LAC, L5+on entry, SEND, M& Ma) to co-ordinate additional support and intervention where necessary.

- Information from Raising Achievement and Progress meetings (RAP) will inform intervention actions to be carried out by HOY, HOD, tutor, SENCo and M&Ma coordinators.

## **5. Monitoring and Support of Teaching and Learning**

This is done through a range of methods including formal lesson observations, department reviews, HOD monitoring, book scrutiny, Learning Walks and student voice. The aim is to triangulate the evidence and provide a broad picture of the teaching taking place in classrooms across the school.

### **5.1 Lesson Observation**

Lesson observation is a statutory component of Performance Management and a fundamental part of the school's monitoring processes. Three formal observations are usually sufficient for Performance Management purposes; more if there are concerns about performance. Students on Initial Teacher Training (ITT), Newly Qualified Teachers (NQT) and Recently Qualified Teachers (RQT) are entitled to more frequent lesson observation and feedback as part of their induction procedures.

The quality of teaching must be judged first and foremost in terms of its effect on learning. Effective teaching reflects the commitment and determination of all staff to ensure that every student succeeds. It requires methods that engage students in productive learning; the imagination to make learning vivid and relevant; the skill to build on what students know; and the evaluation of how well students are learning. Verbal feedback is given as soon as possible after the observation. Written feedback, recorded on the school observation form, is returned to the teacher within 5 working days. A file copy is uploaded onto "Bluesky" for performance management purposes.

### **5.2 Department Reviews**

These are conducted annually and led by members of SLT with support from governors, professional colleagues or the Local Education Authority (LEA). Reviews focus on four aspects of the department:

- teaching learning and assessment
- personal development, behaviour and welfare
- outcomes for students
- leadership and management.

In grading the teaching and learning several criteria are taken into consideration including: formal observations of all teaching staff; learning walks; student voice and a book scrutiny ensuring that all staff follow the school marking policy. The school triangulates this evidence and sets key recommendations which form the basis of the department improvement plan for the following year.

### **5.3 Ongoing Departmental Monitoring**

HODs are responsible for the quality of teaching in their departments. HODs conduct regular observations, organise book scrutiny and seek the views of students using student voice interviews. Findings are discussed at fortnightly line management meetings with members of SLT. Regular monitoring ensures that the teachers are given the necessary time and support to develop into good and outstanding practitioners. Support can take the form of coaching, observation of a peer to aid professional development, a requested learning walk observation from SLT or a member of the Teaching and Learning team (T&L team).

### **5.4 Book Scrutiny**

Over the course of an academic year the books of all year group will be monitored. The books are identified based on a range of criteria including data, a specific focus such as stretch and challenge or target students such as M&Ma. Book scrutinies are either announced as part of a department review or unannounced to evaluate improving standards. Book scrutinies are always followed by a report which is either included in the department review, presented as a staff meeting with coaching or shared through middle leader meetings such as Futures. Exemplars of good practice are always recorded and included in the report.

### **5.5 Learning Walks**

Learning walks are conducted by members of the leadership team, without notice, and last up to 20 minutes in duration. Brief notes are recorded on the learning walk sheet which is returned within 5 days with accompanying verbal feedback. Behaviour for Learning (B4L) walks are conducted by staff with a leadership responsibility including Middle Leaders (ML) and Heads of Year (HOY). These provide an accurate snapshot of the quality of provision across the school. There is no requirement for notice for this type of monitoring. Brief notes are recorded in the B4L file and any issues are taken up by the appropriate HOD or HOY.

### **5.6 Student Voice**

Student voice forms part of the school monitoring process and aims to be as inclusive as possible by drawing from a cross section of the school population. The main premise for student voice is that all ideas are valid and all comments should be listened to, including those from quieter, less confident students. Meetings are held confidentially in a quiet conference room and include a school governor and the member of SLT leading the department review. HODs will also conduct regular student voice as part of department monitoring. Although on a more informal basis student voice is about action, so it is important that valid comments and suggestions are implemented and visible to students.

## **6. Supporting colleagues**

Our preferred approach would always be to support individuals through the coaching model working in small groups, on a one to one basis or with members of the T&L team. Sometimes specific issues need to be addressed, possibly as an outcome of a department review or a formal observation. This might require coaching or at times mentoring using a more formal directive approach looking at precise criteria. A suitable member of staff will be identified to provide the necessary mentoring support thus enabling the teacher to resume teaching at a good level.

If a teacher requires capability support it is led by a member of SLT, over a 4 to 10-week period. Specific objectives are agreed with the member of staff with clear measurable targets that require close monitoring and regular meetings. In cases where improvements are emerging the time might be extended. Once progress has been clearly documented the individual will continue to be closely mentored (often by their HOD) and will resume coaching with a chosen partner in a tailored support programme.

Only when all avenues of support have been explored and where the member of staff's performance is deemed to be inadequate, would a decision be made to move towards dismissal.

Full details can be found in the school Performance Management Policy [T:\policies](#)

# Assessment, Feedback, Recording and Reporting

## Staff Guidance

### Planning the Learning

To support learning, students need to know in advance what they are learning, what they will be expected to do and how their work will be assessed. The use of learning objectives/outcomes and the sharing of success criteria is critical to this.

- **Learning objectives** – broad learning objectives will be shared with students. These will focus on what we are learning e.g., on what students “**will know**” and “**be able to do ...**” by the end of the learning process. They will be expressed in such a way that they are accessible to all and could be summed up as a “Big Picture” or “**We are learning to...**”
- **Learning outcomes** – should be differentiated and shared with students. These will focus on what the students will be learning, making or producing and why they are doing it. This might usefully be summed up as “**What I am looking for....**”

**Success criteria** – the assessment criteria against which different pieces of work will be marked should be shared e.g. in support of peer/self-assessment, milestone pieces of work and end of unit assessment. These criteria may be generated in conjunction with the students or by the teacher/department as appropriate.

**Modelling** – before starting a task, students find it helpful to see what a finished product/piece of work might look like. It can generate discussion about what makes a good piece of work and how examples might be improved.

**Learning milestones** – not all work can or should be marked in detail. Within each unit of work assessment pieces will be identified for in depth **quality feedback**.

To support this process:

- Grades/ levels and PLCs must be ‘translated’ into student speak and shared with students.
- PLCs will be used as an ongoing formative assessment tool across all subjects
- Key pieces of work or learning milestones will be given verbal or written feedback to support the Growth Mindset ethos of try and retry by learning from mistakes.
- At the end of a unit a formal assessment will take place and a sub levelled GCSE grade will be awarded.
- Formal **assessments will be internally moderated** to ensure consistency across the department

### Pen portraits

Staff should complete pen portraits using Classcharts for each group they teach and identify the barriers to learning and the appropriate intervention each student needs to meet the curricular targets. Exercise books should be marked on the spine using a black dot.

## Supporting the Learning

### Tracking and monitoring student progress

Students should be clear about their working grade and their target grade (MEG). This should be recorded on a tracking sheet in their books so that they can track their progress towards their targets. Students should be involved in tracking and monitoring their progress and should be guided by their tutor/ teacher in keeping their tracker sheets up to date.

### Using Personal Learning Checklists (PLCs)

These should be used to inform both the teacher and learner about gaps in knowledge. Completion of PLCs must be monitored carefully by the class teacher to ensure that it corresponds with other formative assessment such as written work and verbal feedback.

### Giving feedback

This must follow the principles of Growth Mindset set out in the policy. The feedback on students' work is an important assessment tool which is essential for both progression in student learning and effective teaching. Good practice is promoted through **regular, accurate and consistent feedback by all teachers** in accordance with the Departmental Assessment and Homework Schedule.

There are three main types of written feedback that teachers can use and students can expect to see:

1. Acknowledgment feedback- checking that the work has been completed and that there are no obvious mistakes that need correcting.
2. Teacher feedback –What Went Well (WWW) and Even Better If (EBI).
3. Use of the Learning Q stamp to direct an **open** question to promote deeper learning.

All teacher feedback should be done in **RED** pen, be legible and model good handwriting to the student. Sufficient time should be given for **TRIM** (Time to Reflect, Improve and Move forward).

### Peer and Self-assessment

Students should be encouraged to peer and self- assess their work using PLCs and sticker. All responses, including the Learning Q, should be done in **GREEN** pen.

### Verbal feedback. (Formative feedback)

Verbal feedback is a valuable form of formative feedback involving frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning intention/success criteria.

## **Literacy feedback**

Literacy should be corrected using the codes contained in the sticker which should be placed in a prominent position on the front cover of the exercise book. A maximum of five errors should be corrected however some subjects may correct spellings that are subject specific rather than all spelling errors.

## **Homework**

Homework must be set in accordance with the Departmental Assessment and Homework Schedule and should be highly visible and dated in student's exercise books.

## Feedback stamps and stickers

	Type of Feedback	Stamp associated	What it looks like														
1	Teacher questioning in <b>RED</b> pen		This uses specific differentiated questioning aimed at the students in response to marked work. The questioning should challenge the student and encourage them to learn from their mistakes. Students must respond the Q using a <b>GREEN</b> pen. The teacher might decide to ask further questions in response.														
2	Teacher feedback/written feedback in <b>RED</b> pen		This is detailed feedback which relates to how well students have met the learning objectives in classwork and homework. It gives them the next step in improving their work. WWW - positive comment which relates to the learning objectives /success criteria EBI "What next" one area where the success criteria was not met / or a suggestion /question to encourage further thinking. Students should have the opportunity to respond to EBI.														
3	Feedback by the student in <b>GREEN</b> pen	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">PEER ASSESSMENT (✓)</th> </tr> <tr> <th style="background-color: #90EE90;">Green</th> <th style="background-color: #FFD700;">Amber</th> <th style="background-color: #FF0000;">Red</th> </tr> </thead> <tbody> <tr> <td colspan="3">TARGETS TO IMPROVE WORK:</td> </tr> <tr> <td colspan="3" style="height: 40px;"> </td> </tr> </tbody> </table>	PEER ASSESSMENT (✓)			Green	Amber	Red	TARGETS TO IMPROVE WORK:						Opportunities should be built into the scheme of work to allow for peer and self-assessment. WWW and EBI as above but done by students with support from clear criteria from the teacher. This should allow students to gain a better understanding of where they are, where you need to be and what they need to do to get there. This should be done in <b>GREEN</b> pen.		
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Green	Amber	Red															
TARGETS TO IMPROVE WORK:																	
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Literacy Feedback	Feedback correcti on noted																
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## Departmental Assessment and Homework Schedule

Faculty/ subject	Assessment		Homework	
	KS3	KS4	KS3	KS4
<b>mathematics</b>				
mathematics	Once per half term	Once per half term	weekly	weekly
<b>English</b>				
English	once per half term	once per half term	Weekly	Weekly
<b>MFL</b>				
MFL	once per half term	Three times per term	Fortnightly	Weekly
<b>science</b>				
science	Twice per half term	twice per half term	two per half term (projects)	Fortnightly
<b>Technical and creative arts</b>				
graphic communication	once per half term	twice per half term	Once per half term	Once per half term
catering	once per half term	once per half term	Once per half term	Once per half term
resistant materials	once per half term	once per half term	Once per half term	Once per half term
child development	N/ A	once per half term	N/ A	Once per half term
ICT	once per half term	once per half term	Half term project	Once per half term
art	once per half term	once per half term	once per half term	Once per half term
photography	once per half term	once per half term	once per half term	once per half term
<b>humanities</b>				
history	once per term	once per half term	Once per term project	Once per half term
geography	once per term	once per half term	Once per term project	Once per half term
RE	Once per term	once per half term	N/ A	Once per half term
<b>performing arts</b>				
PE	once per half term	On completion of unit of work	N/A	Once per half term
BTEC Sport		N/ A		During assessment window
dance		N/ A		Fortnightly practical
music	once per half term	On completion of unit	half termly project	Fortnightly rehearsal
drama	once per half term	On completion of unit	half termly	weekly rehearsal

## How to Complete Tracking Information

Tracking sheets have requests for:

**Current Working Level** – this is the level the student is working at in class across all aspects of the subject. The data will be collected in sub levelled format as shown below:

- 4m is a student with a high grade 4 nearly a 5
- 4s is a student with a comfortable grade 4
- 4e is a student who has just reached grade 4

**Attitude to learning** (this must match the statement that is written). Score rated 1 -5 where

- 1 Very positive:** exemplary goes above and beyond
- 2 Satisfactory:** does everything asked of them but no more
- 3 Poor attitude:** often needs directing back to task, low level disruption/ poor concentration affects learning.

**Teacher Prediction (TA) THIS MUST BE UPDATED at EVERY DATA COLLECTION.**

This is asking you to use your professional judgement to predict the level you think students will reach at GCSE based on all the measurable evidence that you have e.g. controlled assessment information, PPEs. This must be based on tests that have been carried out intensively and accurately against rigorous standards using the most recent grade boundaries.

**Other information collected informs intervention**

Staff are expected to complete and review the “Barrier to learning Column” and the “Intervention Column” within the tracking sheets at the time of data collection for those students that this relates to.

For full reviews class teachers, will **write a comment addressed to the parent/ carer** that clearly acknowledges the student’s current attitude to learning and outlines the next steps that they need to take to move on in their learning. The teacher is responsible for checking that this comment is completed at the time of data entry, that it is succinct and uses grammatically correct Growth Mindset feedback.

**Review teacher check that:**

1. The comments are addressed to the parent/ carer
2. The student’s name is the same as the SIMS register
3. The subject comments are of appropriate length to detail their attitude to learning in the lesson and what they need to do to improve in their learning or move to the next level.
4. SMART targets are used – Specific, Measurable, Achievable, Realistic and Time bonded.
5. Comment banks are used appropriately and checked and amended regularly
6. All the data boxes are completed and that comments match the data grades and attitude to learning
7. You have identified yourself as the class teacher in the appropriate data field
8. Comments are completed by the deadline date to ensure that HOD and SLT have sufficient time to review.

## **HOD Review Check that:**

1. All the data entered is a true reflection of progress and that there is the evidence to show the grades entered are accurate.
2. The written statements match the data and that there are no spelling or grammatical errors.

## **Tutors Check that:**

1. All the staff comments have been read.
2. The comments are addressed to the parent/ carer.
3. The student's name is consistent throughout and the same as the name used on SIMs.
4. Subject comments are of appropriate length and detail how a student can improve.
5. All the data boxes have a value in and match the comment.

**Any review that is not correct please redirect back to the HOD for urgent amendment.**

## **Writing Tutor Comments**

**There are no grades just comments.**

### **General behaviour and conduct around the school**

e.g. "Harry has settled in well and is a responsible member of the tutor group. He has a keen sense of fairness and is always willing to perform small duties if asked. Harry gets on well with his fellow students and has made some very strong friendship groups."

Comment on:

- Role within tutor group.
- General conduct around school.
- Interactions with staff.
- Interactions with other students.
- Behaviour points need to be looked at and commented on if applicable.
- Use Growth Mindset throughout

**Attendance and Punctuality** Comment on levels of attendance and lates (**all students with below 95% must have an attendance comment**; students with 100% attendance should also be praised).

- **Any students with attendance below 85% is a persistent absentee!**
- **Please do not put % figures in your text as it may have changed by the time it is published.**

**Uniform** Comment on how well students wear their uniform, **both within tutor and around the school.**

**Academic progress across the curriculum** -you will need to look at the student's review data.

e.g. "Harry is making good progress across all areas of the curriculum and most report that he has a mature approach to his work. He needs to develop more confidence in both written and practical tasks and try to make more verbal contributions to classroom discussions. ICT have cited a need for him to become more independent"

**Comment on:**

- Progress
- Attitude towards learning across the subjects and general conduct in lessons
- Identify specific areas to target
- Praise if doing well and meeting targets
- Use Growth Mindset throughout

**Wider school participation (Extra Curricular Involvement/ student responsibilities)**

**You will need to speak to the students, as their Tutor you should know about them and be able to comment on their activities both in and out of school.**

e.g. "It would be good if Jasmine took part in community events as part of her tutor responsibilities. She has expressed an interest in becoming a peer mentor to help others within the school. I think that this is a fantastic idea as it would help develop her communication skills."