



## Teaching, Learning and Assessment Policy

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Signed:	
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## Principles

At the Gillford Centre we believe that:

- Every pupil has the right to a high quality and inspirational education
- High standards in literacy and numeracy are promoted by all teachers and underpin the learning in all subject areas
- Opportunities for staff to develop and improve teaching, learning and assessment should underpin all CPD
- Teaching methods draw on a wealth of research evidence about what works (and what doesn't work) in the classroom
- Varied teaching and learning strategies allow every pupil to access the curriculum regardless of ability, prior attainment and learning style
- Collaboration of staff across curriculum areas facilitates the sharing of good practice and consistency of approach
- Challenge and inspiration are crucial if pupils are to achieve their potential
- Learning should be active and engaging whilst allowing for risk-taking and reflection
- Celebrating and valuing pupil's success and achievements is central to progress
- Self-evaluation and a full understanding of the teaching standards are central to outstanding teaching and learning

## Aims and intentions

Our aims are:

- To foster an understanding amongst all staff of the importance of varied teaching methods and learning strategies based on evidence and how to implement these in the classroom
- To raise standards and assist pupils' personal development by supporting them in becoming more independent and reflective learners
- To ensure that the quality of teaching and learning at The Gillford Centre is of the very highest standard

We will:

- Ensure the provision of high-quality staff training.
- Support opportunities for cross-curricular collaboration and sharing good practice within the Centre and more widely.
- Encourage pupils to become independent and reflective learners through a range of opportunities to understand the process of learning.

At The Gillford Centre we are committed to all pupils having a broad and balanced curriculum and where possible, reflecting the requirements of the National Curriculum. We are committed to closing any attainment gaps which exist, as such, we are dedicated to raising standards of Literacy and Numeracy, including the ability to read, write and speak in English and the use of mathematics at a level necessary to function and contribute within society.

## Teaching Assistants

Teaching assistants are an invaluable resource and the contribution they make to supporting teaching and learning is highly regarded. Each lesson will have an allocated teaching assistant who will work under direction of the teacher in supporting learning, attainment and progress.

## Quality Assurance and Evaluation

The Gillford Centre is committed to ensuring that teaching, learning and assessment is rigorously evaluated and monitored to ensure that it is of the highest quality.

The monitoring process at The Gillford Centre is focused on the Intent, implementation and impact of the curriculum.

#### **Methods of monitoring used:**

- Staff performance development
- Lesson drop ins
- Peer drop ins
- Lesson monitoring
- Work scrutiny
- Pupil voice
- Learning walks
- Data analysis/ Analysis of Pupil progress graphs
- Review of planning (long term and medium term)
- Deep Dives

*\*This list is not exhaustive and may be amended during the academic year\**

Each term, monitoring methods are chosen in response to the focus for monitoring, as agreed by the Headteacher and the Deputy Headteacher. Keeping up to date with current pedagogy and best practice is a priority with monitoring being an essential part of this. The frequency of monitoring reflects this urgency and drive for continual improvement.

Senior leaders and middle leaders have an important role to play in monitoring teaching and learning and raising standards. There is an expectation that teachers will deliver outstanding teaching for learning and that teaching assistants will provide outstanding support for learning.

#### **Marking and Feedback**

Teachers will use both formative and summative assessment to evaluate pupil progress. Marking is key to assessing achievement, attainment and progress. All members of staff are expected to be familiar with the policy and to apply it consistently.

#### **The purpose of marking:**

Research shows that marking is the most important factor in pupil learning

- To acknowledge effort and attainment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To promote higher standards
- To provide constructive feedback.
- To provide direction for improving learning
- To correct mistakes and offer encouragement
- To provide information for assessment and pupil progression
- To assess pupil's performance against stated learning objectives
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with their teacher
- To ensure a consistency of approach

Marking and feedback should:

- be manageable for teachers and accessible to pupils
- relate to the learning objectives
- give recognition and praise for achievement and clear targets for improvement
- allow specific time for pupils to enter into a dialogue with the teacher about the marking
- respond to individual learning needs
- inform future planning and contribute to target setting and target getting
- ultimately be seen by pupils as a positive approach to improving their learning and supporting pupil progress

How we mark:

Marking is part of a continuum of activities for recording achievement and promoting progress, which include:

Checking → Responding → Dialogue → Advising → Assessing → Reviewing → Reporting

Pupils' work needs to be marked in a colour that can be clearly seen. Across school work is marked in purple.

We use effective marking stickers as appropriate/required to motivate the pupils and to ensure that marking is as efficient as possible in order that the maximum can be achieved for the learner. All stickers used must clearly relate to the learning question and/or success criteria.

The school makes use of three forms of marking/feedback:

#### Verbal Feedback/Dialogue

The Gillford Centre recognises the importance of pupils receiving regular oral feedback. The teacher will initially talk to the pupil about how they have met the learning objectives and then enter into a dialogue about a specific part of the work. This may be to simply praise and offer encouragement or to correct a pupil's understanding or to extend the pupil's learning. Children of all ages need oral feedback but this is particularly important where children may be unable to read or understand a written comment.

#### Summative feedback / marking

This usually consists of ticks, stickers and basic comments and is associated with closed tasks or exercises. This can also be peer marked or marked by the teaching assistant. We would encourage peer marking to be in blue.

#### Formative feedback / marking

Formative marking is intended to promote further improvement of pupil attainment. It will be marked in greater detail with a SMART, subject-specific target. The teacher will highlight something within the work that has impressed them. Formative marking should occur every week and pupil progress recorded by the teacher.

### **Aims of assessment at The Gillford Centre**

Assessment, in its many forms, is recognised as having a positive impact on learning outcomes. At its heart is the philosophy that 'no child is left behind'. We want to make sure that our learners recognise this.

We recognise:

- That assessment informs teaching and learning and that it is an integral part of this process
- Assessment informs planning

- Assessment provides evidence as a basis for identifying the specific needs of students and designs learning and teaching intervention and school improvement projects
- That assessment raises the achievement and self-esteem of pupils by providing them with regular, high quality, diagnostic feedback about their work
- Effective Assessment provides feedback to Staff, Students and Parents about progress and achievement, and helps to ensure continuity and progression across the school
- The crucial role that timely, meaningful Assessment can make to the learning of students and the improvements in Learning and Teaching
- Assessment provides evidence as a basis for measuring the impact of learning and teaching
- Assessment ensures continuity for pupils as they move through the school
- That learning takes place when the planned teaching is appropriate to the needs of the Learner
- Assessment information must be factual, accurate assessments based upon evidence

We work in an environment in which every student:

- Has access to timely, meaningful Assessment information
- Is regularly informed of their current attainment and target information
- Receives advice on how to improve
- Works to improve their own learning and achievements
- Acts on feedback
- Has success rewarded

We work in an environment in which every member of staff:

- Provides timely, meaningful Assessment information
- Has access to timely, meaningful Assessment information and analysis
- Uses appropriate Assessment information to identify and intervene:

Where students have misconceptions/Wherever students are underachieving/To raise the bar on achievement even further/To plan learning and teaching opportunities

- Regularly reviews and improves their own achievements
- Acts on advice
- Rewards success

We work in an environment in which every Parent/carer:

- Has access to timely, meaningful assessment information about their child
- Comes into school at least once in each academic year to discuss their child's attainment and progress
- Helps to reinforce school advice
- Encourages their child to aim high and work hard
- Acknowledges and celebrate their child's success

Assessment may be used in a variety of ways for a variety of purposes. The following are examples of how staff may use assessment but it is by no means an exhaustive list:

**Day-to-day formative assessment:**

This describes the focus on monitoring pupil response to and progress with teaching. The process provides immediate feedback to both the teacher and pupil regarding the learning process and indicates the next step to be taken in order to promote learning.

- Question and answer during class
- Marking of, and feedback on, students work

- Observational assessment
- Regular, short re-cap quizzes

**In-school summative assessment:**

This describes learning achieved at a certain time for the purposes of reporting to parents, other teachers, the pupils themselves and, in summary form, to other interested parties such as school management committee.

- End of year exams
- Short end of topic or unit tests
- Reviews for students with SEND

**Nationally standardised summative assessment:**

- End of Key Stage 4 assessments e.g. GCSE, BTEC, Functional Skills and Entry Level.
- End of Key Stage 2 assessments e.g SATS
- Year 4 Multiplication Check
- Year 1 Phonics Screening Check

The Management Committee will receive regular updates about the quality of teaching, learning and assessment through the Headteacher's report and committee meetings.