

Teaching, Learning and Assessment Policy

Rationale

At The Hamble School we aim to prepare all learners with the skills needed to succeed in a continually changing world. Through a culture of high expectations for all we hope to inspire all of our students to achieve their potential.

Central to everything that we do at The Hamble School is learning; we encourage a commitment to learning that is not based solely on the acquisition of knowledge but on the development of the skills, attributes and values needed to develop life-long learners.

High quality teaching, learning and assessment are essential to The Hamble School achieving its core purpose of raising standards of academic performance and achievement. We recognise that all students have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential.

The Hamble School is committed to responding to Governmental dictates to ensure that all students have the best possible chance to achieve positive outcomes.

Key principles

- All students must have equality of opportunity in learning. Every student has the right to be successful and the ability to achieve. The curriculum must be broad, accessible and appropriate to their abilities and encourage creativity, independence and their own interests. Every student will be given the best possible opportunities for fulfilling his or her educational potential as part of the The Hamble School's belief in 'inclusion'.
- Education is about the development of the whole person. By this we mean opportunities for students to develop values and attitudes are as important as the development of skills and factual knowledge. It is, however, worth noting that the key purpose of our development plan is to raise standards of academic performance and achievement. There is no known ceiling to achievement – intelligence and skills can be developed.
- The Hamble School is committed to lifelong learning in its broadest sense. The family, local community and society at large also share in this process of education.

- The best educational practice provides opportunities for students to become progressively more responsible for their learning, since all students have much to contribute to their own education. We believe that 'knowing how' is as important as 'knowing a fact'. Education must be the means of achieving greater independence without impairing the rights of others. In society, each individual has responsibilities to others. Relationships in which everyone may feel self-respect, and show respect for other people, are vital to the quality of our lives. In the best educational practice, learning takes place responsibly and co-operatively using a variety of methods and contexts.
- We must prepare all students for the opportunities, responsibilities and experiences of life including the necessary skills involved with the use of ICT. Citizens in modern society should show qualities such as responsibility for themselves and others; adaptability to circumstance; flexibility of thinking; initiative; 'team work'; enterprise and good communication skills. The educational process must therefore encourage and develop these qualities. Our students will be given the best possible opportunities of fulfilling their educational potential in preparation for work (whether paid or unpaid), for leisure and for family and social living. We aim to create active life-long learners who will make a positive contribution to the wider society.
- Consistency of high quality experience is fundamental to the success of our students. All staff have a responsibility, collectively and individually, to contribute to the delivery of the broad, challenging and appropriate curriculum. In addition they individually have a responsibility to strive to deliver lessons where the teaching and learning is of the highest quality and where the learning needs of all students are met.
- Assessment must be used intelligently to ensure that each student must know what to do in order to improve and how to do it.
- We recognise that continued professional support, coaching and mentoring at whole school, team and individual levels is essential to empower staff to deliver effective learning experiences.

We believe learning will most effectively take place when:

- The environment is secure, stable and stimulating;
- Students' self-esteem is high;
- Students understand the purpose of the learning and see relevance to their own experience;
- Students understand the ways in which learning takes place;

- The learning builds on prior knowledge and understanding;
- Students engage with learning objectives and success criteria that are explicit and where models are provided;
- The learning is active and collaborative;
- Student questioning, reflection, and discussion are encouraged;
- Independent learning and thinking is facilitated and encouraged;
- There are opportunities for creativity and the utilisation of different learning styles;
- Students can self-assess, know what they need to do to improve and are able to set appropriate targets;
- Students have opportunities to transfer skills, knowledge and understanding to other contexts.

The Learning Experience

This section of the policy reflects The Hamble School's minimum expectations regarding planning, preparation, lesson structure and assessment for learning.

Before the lesson:

Planning and preparation

- Lessons are planned with clear aims and objectives, structure and challenge for all students.
- Objectives are shared in accordance with the whole school 'Today's Learning' approach. They are clearly linked to the Landmark Assessment and are derived from the relevant specification or programme of study.
- Planning allows for a variety of learning styles and provides opportunities for developing a wide range of skills.
- Teachers make use of all available information, both statistical and personal; to set clear, realistic, yet challenging targets and to plan differentiated learning opportunities.
- Lessons are planned to build on prior learning and ensure continuity and progression.
- Opportunities for developing literacy, numeracy, ICT skills, Citizenship and SMSC as well as cross-curricular elements, are integrated into lesson plans wherever possible.
- Planning makes provision for the effective use of Teaching Assistants and other adults as appropriate.

- Appropriate and stimulating resources are organised prior to the lesson.
- Assessment for Learning opportunities should be planned in advance.
- Lessons are planned to challenge and stretch all students; allowing them to deepen their knowledge, skills and understanding.
- A variety of questioning strategies are planned to ensure maximum engagement and progress by all.

Lesson Structure

This framework is expected to provide a basic structure for all lessons. It is, however, recognised that it may be adapted to suit the objectives of a particular lesson or sequence of lessons.

Start of the Lesson:

- The start of the lesson has a clear focus, using activities which immediately engage/challenge all learners.
- There are clear, differentiated learning objectives, constructed using The Hamble School 'Today's Learning' objective formula.
- The learning objectives and success criteria are shared with students, in the context of prior learning, to ensure students understand what they are doing and how it fits into the Landmark Assessment. Students must engage with the learning objectives to achieve this fully.
- The success criteria by which the learning will be evaluated are made explicit.

Lesson Development:

The teacher should strive to

- Manage behaviour in accordance Behaviour Management policy.
- Present lessons with clarity, enthusiasm and pace.
- Make learning active by providing tasks which enable students to understand meaning, construct knowledge and develop understanding and skills.
- Provide opportunities for independent learning and avoid times where students are completing tasks independently but not actively learning.
- Model activities and processes, making their thinking and decision-making explicit to students.
- Provide or describe exemplar work, where appropriate, so that students are aware of the sophistication of response expected.

- Provide appropriate levels of scaffolding to support students' learning and differentiate according to the range of ability in the class.
- Use a variety of questioning techniques to probe and develop students' understanding and incorporate "thinking time".
- Encourage on-task student talk and strive to ensure that the time spent by students talking about the learning outweighs the time spent by the teacher talking.
- Promote active listening, inviting a range of different responses and build in time for reflection.
- Give constructive, positive feedback on work in progress.
- Provide opportunities for success for every student and seek frequent opportunities for genuine praise.
- Provide opportunities for progression which increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills and be able to demonstrate progress to students and to observers.
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate.
- Provide frequent opportunities for informal and formal, summative and formative assessment and feedback using a variety of assessment methods including peer- and self-assessment.
- Set a variety of homework tasks to deepen, extend, or initiate learning.
- Provide opportunities for students to learn and practise communication, literacy and numeracy skills and model these skills effectively.

Students should

- Work effectively and purposefully in a range of contexts.
- Come fully equipped and prepared to maximise the learning opportunity.
- Be prepared to share their learning and ideas in an atmosphere of trust and respect.
- Ask questions, where appropriate, of each other and the teacher.
- Support one another, working collaboratively, recognising that the contributions of all are valid.

- Undertake self-assessment or peer-assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement.
- Have resilience to tackle problems independently before seeking help from the teacher.
- Know where to go for help, when required, and recognise that further progress can always be made.
- Be able to select appropriate learning resources to help develop their own learning.
- Work with increasing independence, developing the skills to become life-long learners.
- Make increasing use of ICT to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work.
- Develop an understanding of their own preferred learning style.

End of the Lesson

- The teacher creates the time to review learning objectives and success criteria and clearly demonstrates where progress can be made.
- Students have the opportunity to identify and demonstrate their own progress and set themselves appropriate targets.
- Students receive supportive feedback from the teacher or their peers where appropriate.
- Opportunities are provided to celebrate success.
- The end of the lesson and dismissal are prompt and orderly, allowing for efficient transition between lessons.

Marking and Feedback

Teachers at The Hamble School know and understand that giving feedback to students is one of the most effective strategies for improving pupil attainment.

At The Hamble School our feedback:

- Is specific, accurate and clear.
- Focuses on what can be done to improve their work rather than a singular grade system.
- Compares what the learner is doing correctly now with what he/she needed to improve before.

- Provides concrete guidance on how to improve; this is in the form of an ACTION TARGET which students are given time to respond to (in green pen).
- Focusses on the key areas of literacy with a literacy target where appropriate.

STUDENT FEEDBACK RECORD: Name				
Assessment type ✓ (Tick all that apply)				ALE A
<input checked="" type="checkbox"/> Teacher	<input type="checkbox"/> Self	<input type="checkbox"/> Peer	<input checked="" type="checkbox"/> Literacy	
Aspect of Learning ✓ (Tick all that apply)				Grade/level Target = B
<input checked="" type="checkbox"/> Application	<input checked="" type="checkbox"/> Knowledge	<input checked="" type="checkbox"/> Understanding	<input checked="" type="checkbox"/> Skills	
✓ <u>The positive features of your learning are:</u> Well done <u>xxxxx</u> – you’ve made a great start. <ul style="list-style-type: none"> • You have underlined the key words in the question. • You have picked out the key words from the text. • You have written in the appropriate format and voice and have added good detail. 		<u>(Action Target) To improve/extend your work you should:</u> In green pen: To make your article even more realistic – in paragraph 2 - rather than writing a list of what the streets were like could you describe it as if you are Elizabeth?		SPaG 2
<u>Literacy Target:</u> Repeat the correct spelling three times (in green pen): <ol style="list-style-type: none"> Chaos When re-writing paragraph two use your connectives support sheet to help you to make your writing flow more smoothly. 				Achieved B1 Reward Merit

Assessment:

Landmark assessments are completed at the end of each unit of work and inform the current and predicted grades of students. Students are given a formal grade and an action target which they are given further time to work on.

End of year assessments take place for all year groups. The process not only identifies areas of strength and areas for further development it also ensures that students are well prepared for their final exams in Year 11.

Homework

Although there is no legal requirement to set homework, we at The Hamble School feel that homework can play an important part in developing students' confidence and self-discipline.

Homework is set as appropriate by each subject area in order to:

- Consolidate and reinforce skills and understanding.
- Extend school learning.
- Complete essential preparation work for assessment.

- Support the home/school relationship.

Each student is expected to record their homework in their planner. The planner is the first stop for communication between parents/carers and the school. In addition to this homework is set by the teacher on Show My Homework which can be accessed by students and parents from home

Children with Special Educational Needs and Disability(see also separate Special Educational Needs and Disability Policy)

The Hamble School values the abilities and achievements of all its students, and is committed to providing the best possible learning condition for each student.

Aims:

- To ensure that all students have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the rapid identification of all students requiring SEND provision as early as possible in their school career.
- Ensure that SEND students participate as much as possible in all school activities.
- Ensure that parents[†] of SEND students are kept fully informed of their child's progress and attainment.
- Ensure that SEND students are involved in decisions affecting their future SEND provision.

We recognise that many students will have special needs at some time during their school life. By implementing this policy statement we believe students will be helped to overcome these difficulties.

Definition of Special Educational Needs and Disability

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- Behaviour or ability to socialise, eg they struggle to make friends
- Reading and writing, eg because they have dyslexia
- Ability to understand things
- Concentration levels, eg because they have ADHD

- Physical ability

A child has learning difficulties if he or she:

Has a significantly greater difficulty in learning than the majority of children of the same age or has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in colleges within the area of the Local Authority.

Special education provision means:

For a child over two, educational provision which is additional or otherwise different from, the educational provision made generally for children of the child's age in maintained colleges, other than special colleges, in the area (1993 Education Act, section 156). It is important to note that children must not be regarded as having learning difficulties solely because the language or form of the home language is different from the language in which they are taught.

The Hamble School will have due regard for the SEND Code of Practice when carrying out its duties towards all students with SEND and ensure that parents are notified when SEND provision is being made for their child. We believe that the needs of every child are best served by parents, teachers and students working together.

Key stage 2 High/Able, Gifted and Talented Students

Rationale

It is recognised that able students have a right to learn within a framework that enables them to make the most of their abilities. The Hamble School is therefore committed to the further challenge of Key stage 2 high (KS2H) students as well as Able, Gifted and Talented students and provide the enrichment and stimulus they need. It is recognised that effective provision within the classroom may have more impact than "bolt on" enrichment activities.

Key stage 2 High/ Able, Gifted and Talented Students may have:

- Specific or general intellectual abilities.
- Specific aptitudes for particular subjects.
- Specific abilities in creative, performing and other kinaesthetic activities.
- High levels of creativity or productive thinking.
- Leadership qualities.

Whilst any student exhibiting all of these characteristics at levels over and beyond their peer group would be unusual, they are not uncommon and perhaps constitute 2 – 5% of the population. It has been estimated that up to 20% of the population attract descriptions under one or more of the above characteristics or similar lists.

The Hamble School believes that all students are equal and that they must have equal opportunities of access to the full curriculum regardless of class, ability, race, disability or gender. This is best achieved through the delivery of a broad, balanced, relevant and differentiated curriculum via high quality teaching. We are also committed to promoting the personal, social and intellectual development of the whole person. We recognise that very able students have extraordinary educational and pastoral needs which must be met in order that they may realise their full potential.

Aims:

- 1 To encourage a broad, balanced and appropriate curriculum for KS2 H, Able, Gifted and Talented students of all ages.
- 2 To celebrate the individual strengths and aptitudes of the KS2H, Able, Gifted and Talented students in order to increase motivation and achievement.
- 3 To encourage teachers to focus on the quality of Teaching and Learning so that education is an enjoyable, challenging and worthwhile experience.
- 4 To identify underachievement in KS2H, Able, Gifted and Talented students and to identify suitable interventions.

Objectives:

- 1 To identify KS2H, Able, Gifted and Talented students using a variety of methods.
- 2 To be seen to be providing planned and unplanned challenges designed to develop the skills, knowledge and understanding of gifted and talented students in a variety of contexts.
- 3 To encourage students to critically evaluate their own work and to identify their strengths and weaknesses in order to improve their own learning.
- 4 To involve parents in the process and to encourage their support.
- 5 To allow for display of work via exhibitions, displays, using a variety of styles and mediums.
- 6 To develop Faculty and Department Links to support these students in lessons.

- 7 To encourage whole staff awareness of the KS2H, Able, Gifted and Talented in their own classes and in other areas of the curriculum.
- 8 To ensure that appropriate procedures are in place for enhancing or facilitating progression and transition between phases.
- 9 To review how effective provision can be further developed, clarified or improved.

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