

# **John Flamsteed Community School**

## **Teaching and Learning Policy**



*Excellence, Ambition and Resilience:  
The Adventure Starts Here.*

### **Our vision**

*We aim to provide outstanding teaching which results in all students being equipped with the skills, knowledge and attributes they require to make progress both in school and beyond.*

We expect **every lesson** to be built on the foundation of **ALPS**. This means:

**Accelerated Learning** – an adaptable structure which ensures all students are making excellent progress through the activation and subsequent demonstration of key skills.

**Pace** – a series of activities are planned which allow students to develop resilience and make timely progress.

**Stretch** – all students are challenged by ambitious teaching and learning.

### **How we define outstanding teaching and learning:**

- Students are alive with learning; they are enthusiastic, confident and focused.
- Students have targets which ensure they know where they currently are and how to improve.
- Students are given challenges which lead to them to make expected or more than expected progress from their starting point. Teachers will use their knowledge of students to choose these challenges carefully.
- Students work as hard or harder than teachers for example by analysing, evaluating, making links, problem solving, presenting, delivering, support others.
- Students are independent learners who demonstrate responsibility and resilience.
- Students reflect on how their learning relates to SMSC.

### **Routines**

- Students line up in silence outside their classroom and wait for the teacher to greet them. They stand calmly behind their chairs until the instruction is given to sit down.
- Learning should get started as soon as possible. A 'Connect' activity should be available from the very start of the lesson to engage students in learning.
- The lesson objective is shared through the 'Big Picture'. This helps to establish the lesson in its context.
- Regular 'Progress Checks' are made to find out how much students are learning in order that teaching can be adapted accordingly. These may include: higher order questioning (avoiding solely asking knowledge/ memory questions); individual answers on mini whiteboards; informal tests; sharing of work completed.

- Teachers do not assume that learning has happened until students have demonstrated learning through a variety of assessment for learning strategies.
- At the end of the lesson, students should be dismissed row by row / table by table in an orderly fashion.

## **Marking and Assessment**

- All books are marked regularly.
- Opportunities are given for students to reflect and engage with their feedback.
- Assessments are calendared and take place regularly to ensure close tracking of student's progress.
- Academic monitoring data must be uploaded as stipulated by calendar.
- All formal assessment should be moderated in line with departmental practice to ensure that judgements are standardised across the subject
- Students' books should be marked for literacy in every subject.

For more information, see the *Marking and Assessment Policy* (Appendix 1) and *Literacy across the Curriculum* (Appendix 2).

## **Progress for all**

We aim to ensure that ALL students make at least expected progress over time (for example by making at least 3 levels of progress between KS2 and 4).

We are particularly focused on the following groups where there has been, or is, a risk of underachievement.

- Those receiving the pupil premium funding
- Most able and more able
- SEN (see SEN Policy)
- Boys (in some areas)

These groups may be given special support depending on their need. Teachers identify many of the children in these groups in their mark books and school leaders monitor their progress as discreet groups. As previously stated in earlier section teachers are expected to plan so that ALL groups of students make expected progress.

Additionally it is the teacher's responsibility to put in place support which results in students or groups of students who may have fallen behind making rapid progress and catching up with their peers. Leaders in the school are held to account for ensuring that teachers carry out these responsibilities effectively.

For more information, see the *Disadvantaged Pupils / SEN Policy*.

## **Observations and Learning Walks**

- Each member of SLT will conduct at least one learning walk per week. Learning walks are not observations and notes taken relate to ALPS, climate for learning or specific groups of students.
- Following a learning walk, positive feedback can be given via email. Any queries or negative feedback must be delivered in person.
- Records of learning walks are open access.
- All teachers are entitled to three hours' worth of observation per academic year.
- Observations are conducted either by line managers or SLT.
- No judgements are made as a result of an observation, however, the observer must identify strengths, areas for improvement and next steps.
- Records of observations are kept by the teacher, the observer and Professional Tutor.

For more information, see the *Appraisal Policy* and *JFCS Practices for Lesson Observation (Appraisal and Non-Appraisal)*.

### **Quality assurance of teaching**

- QA involves the collection of evidence from three areas: observations, work scrutiny and data collection.
- All teachers take part in the QA observation process which happens three times a year. Teachers are invited to observe each other for 20 minutes at a time. This means good practice can be shared, CPD opportunities can be identified and a culture of collaboration permeates teaching within the school.
- Middle leaders are responsible for leading departmental work scrutinies. These may focus on specific groups such as: DP, MA, SEN, Boys etc.
- Student portfolio checks are also conducted by SLT. Letters are sent home to students / parents.
- Data is collected half termly and is used to inform intervention needs. This may be led by HODs / HOY or SLT.
- QA meetings are held between SLT and HODs once every term.

For more information, see the *QA Process Documentation*.

### **Continued Professional Development**

- All staff are encouraged to attend training which develops practice. This training should relate to either WSIP or DIP.
- All CPD should be requested via the Professional Tutor.
- Coaching and mentoring may be offered or made available to teachers who desire or require support

### **Teaching assistants**

- Teachers are responsible for the in-class deployment of teaching assistants.
- Teachers should ensure that a continued spoken or written dialogue takes place with TAs allocated to your classroom.
- Teaching assistants should pro-actively volunteer ideas and suggest ways in which they might enhance learning in the classroom.
- Teaching assistants should have a very clear understanding of the ability and needs of the students who they are supporting.

For more information, see the *SEN Policy*.

### **Information and communication technology**

- Teachers must respond to the fact that students are 'digital natives' and must utilise new technologies where they can improve progress.
- Safeguarding risks are to be considered before using the internet but must not unduly preclude students' access to potentially valuable resources.
- Teachers are responsible for ensuring that all resources used, including e-resources are: accessible by their target learners; age appropriate; within the boundaries of all law and guidance around equal opportunities, inciting racial hatred etc.

For more information, see the *Safeguarding and ICT policy*.

**Appendix 1:**  
**John Flamsteed Community School**  
**Assessment and Marking Policy**



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Purpose

Assessment should support teaching and learning by identifying what students already know and can do and how they might move to the next level / grade. Assessment, therefore, should be evident in all lessons.

Principles

Assessment should:

- recognise and celebrate individual successes in order to encourage and motivate all students;
- be based on specific learning outcomes / objectives and these should be clearly identified by the teacher and understood by the students;
- allow students to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning;
- offer 'next steps' targets for improvement;
- offer the opportunity for DIRT (Dedicated Improvement and Reflection Time) to ensure that students respond to their feedback;
- allow teachers to plan for teaching and learning that meets the individual needs of all the students in the classroom;
- be returned to the student unmarked if the work is unacceptable. The student should then incur a consequence as well as resubmit the improved work;
- be regular but in a sustainable, efficient way that does not compromise their health or work-life balance.

Types of assessment

It is accepted that assessment will be undertaken in a range of different ways for different subjects. However all assessment should embrace the principles as outlined in this policy and therefore, a means of assessment will be evident in every lesson. This may include:

- oral feedback
- self-assessment
- peer-assessment
- group / whole class assessment
- written marking of work
- teacher / student questioning
- assessment of exemplar work of different grades / levels
- use of assessment criteria and examination material

Leadership and Management of Assessment

Subject teachers:	<ul style="list-style-type: none"> <li>• adopt a range of methods to ensure that they can assess the progress of all students accurately;</li> <li>• encourage students to actively engage in assessment for learning;</li> <li>• ensure that assessment builds students' motivation, confidence and self-esteem;</li> <li>• ensure that lessons begin with clear expectations and that students are aware of how progress will be measured;</li> <li>• use assessment data to identify students that require additional interventions in order to ensure good progress;</li> <li>• ensure that the results of assessment are recorded and used to inform planning for differentiation and challenge in lessons;</li> <li>• reward good progress</li> <li>• use assessment to promote the development of literacy, numeracy and ICT skills;</li> <li>• ensure that books / folders are marked and returned to students regularly and that standards are observed;</li> <li>• build feedback time into lessons so students can reflect on their work.</li> </ul>
Tutor	<ul style="list-style-type: none"> <li>• engage in appropriate conversations with students, teachers and parents following Academic Monitoring or other reporting systems.</li> </ul>
HOD:	<ul style="list-style-type: none"> <li>• ensure that their team understand the assessment requirements for their subject as well as the different ways in which teachers can assess students' progress;</li> <li>• work with their team to establish common agreed standards before marking and grading proceed;</li> <li>• periodically monitor the assessment of students' work in their subject through marking evaluations, lesson observations, learning walks or otherwise;</li> <li>• ensure assessment informs knowledge of student progress;</li> <li>• ensure that the curriculum plan allows for formal assessment to be timed appropriately;</li> <li>• ensure the moderation of students' work achieves consistency;</li> <li>• use assessment information to plan for or arrange intervention strategies.</li> </ul>
Students:	<ul style="list-style-type: none"> <li>• participate actively in assessment opportunities;</li> <li>• take responsibility for responding to both written and oral feedback given by their teachers or peers;</li> <li>• act on guidance and advice given on how to improve their academic achievements;</li> <li>• support other students constructively when asked to be involved in peer assessment.</li> </ul>
Parents/	<ul style="list-style-type: none"> <li>• discuss their child's assessment report with their child;</li> <li>• liaise with subject teacher, form tutor or Head of Year about any concerns regarding their child's progress as identified through assessment.</li> </ul>
SLT:	<ul style="list-style-type: none"> <li>• monitor that assessment for learning is a key factor in planning for teaching and learning;</li> <li>• monitor the accuracy of the information provided to parents about their child's attainment and progress;</li> <li>• track the attainment and progress of individual students or groups of students over time;</li> <li>• provide management reports following data collection giving details of progress;</li> <li>• monitor practice and take appropriate actions from Quality Assurance information;</li> <li>• compare progress made by different groups to ensure that no group is disadvantaged;</li> <li>• use assessment and monitoring to ensure that the curriculum meets the needs of the students;</li> <li>• monitor the role of Heads of Departments in ensuring good practice in assessment is consistent across all members of the department.</li> </ul>

**Appendix 2:  
John Flamsteed Community School**

**LITERACY ACROSS THE CURRICULUM POLICY**



**Purpose:**

At John Flamsteed Community School, we believe that improving standards of literacy is a priority. As language is central to all learning, all staff should be responsible for raising literacy levels. Improved literacy leads to improved student self-esteem, motivation and behaviour; it enables students to learn independently; and it is personally empowering.

All staff should play an active role in the development of student's reading, writing, spelling and speaking and listening skills. In addition, learning should be supported in a classroom environment which encourages students to take responsibility for their own literacy development and promote independence. All staff should ensure they have an awareness of the different literacy levels of the students they teach.

**To develop and maintain a literate environment staff should:**

- Provide students with the resources they need to take responsibility for their own literacy – literacy mats, dictionaries, thesauruses, key word lists/glossaries etc.
- Create high quality displays showing important content information, examples of good work etc.
- Use lesson time to allow students to reflect and improve upon errors within their work.

**To develop students' reading skills staff should:**

- Provide students the opportunity to read independently, aloud, in groups and in pairs.
- Incorporate, where appropriate, opportunities to develop reading and comprehension strategies for example: retrieving information, concluding, identifying fact and opinion, establishing cause and effect, sequencing, predicting, establishing points of view and purpose, summarising, identifying similarities and differences and understanding new words.
- Subject leaders should make available subject specific texts in class room libraries or subject specific reading lists.

**To develop students' writing skills staff should:**

- Identify errors in spelling, punctuation and grammar.
- Encourage students to write in full sentences.
- Use writing frames, where appropriate, to extend and develop writing.

**To develop students' spelling staff should:**

- Identify and display key vocabulary.
- Develop and reinforce student's phonic knowledge by encouraging students to 'sound out' words.
- To concentrate on key and high frequency words being spelled correctly within their own subject area.
- Spellings identified as incorrect should be re-written three times by students.

**To develop students speaking and listening skills staff should:**

- Within lessons provide time for paired, group discussions and presentations.
- Provide structure to discussions by setting clear expectations, prompt questions etc.
- To model the use of Standard English and correct students speech where necessary – if they speak correctly this will help them to write correctly.

**Literacy marking key:**

sp.	spelling error
p.	punctuation error
exp.	error in expression
//	begin new paragraph
?	handwriting is illegible