St Matthew Academy

TEACHING, LEARNING & ASSESSMENT

Policy

Our motto is 'Let your light shine'. It is taken from St Matthew's Gospel and captures our belief in the uniqueness of each individual. Our aim is to ensure that the talents and strengths of each pupil are encouraged, developed and celebrated.

Successful, confident learners

High expectations, outstanding achievements

Inclusive, caring, Catholic community

Nurturing talent, cultivating ambition

Excellence for all

Date of Approval	March 2021
Review Date	March 2022

Teaching and Learning Policy

1. St Matthew Academy Ethos and Values Statement

Our motto is 'Let your light shine'. It is taken from St Matthew's Gospel and captures our belief in the uniqueness of each individual. Our aim is to ensure that the talents and strengths of each pupil are encouraged, developed and celebrated. Our ethos and values are central to everything we do:

Successful, confident learners
High expectations, outstanding achievements
Inclusive, caring, Catholic community
Nurturing talent, cultivating ambition
Excellence for all

2. Purposes

The policy is intended to improve outcomes for pupils in terms of higher standards of attainment and greater levels of progress. For staff it specifies the expectation for quality first teaching and high level leadership and management. The policy will apply to all staff (teaching and support) directly involved in teaching and learning.

At St Matthew Academy we expect that the short term results of high quality teaching will be excellent examination results. However, we know that high quality teaching develops more than just good grades, it develops confident, resilient learners who are fully able to articulate their learning and reflect on how they learn best so that they can achieve academic success. We want a good measure of our pupils to go on to Russell group universities where they will develop the competencies to influence beyond their own families and communities.

3. Policy Links to Academy ethos and values

Teaching and Learning is the number one priority at St Matthew Academy. Quality first teaching and learning is the standard expectation for every pupil in every lesson.

The expectations for Teaching and Learning are linked to the learning characteristics desired for all pupils at St Matthew Academy. Our rewards policy is also directly linked to the five learning characteristics (See Appendix 1).

The expectations for Teaching and Learning are also linked to the high expectations expected of all our staff and students. (See Appendix 2).

**High expectations are required of all our staff and pupils.**

SMA teachers and pupils are expected to support the academy motto and SHINE through:

Teachers	Pupils
• Encouraging the development of SMA learning characteristics and SMA values for all pupils	• Having high aspiration for themselves and their teachers and being confident in their ability to succeed
• Promoting a growth mind-set alongside their pupils	• Being positive and persistent when facing challenging tasks
• Engaging pupils through strong, positive relationships	• Relishing opportunities to learn both independently and in collaboration with their peers
• Cultivating a safe and challenging environment where pupils are eager to improve their learning	• Having a versatile approach to problem solving and team work
• Developing their classroom practice by taking risks and encouraging their pupils to do so	• Showing enthusiasm for learning in and out of lessons
• Knowing the strengths and areas of development of every individual they teach	• Being committed to improving their learning and knowing how to improve
• Establishing and maintaining strong home/school relations	• Taking pride in the presentation and accuracy of their work
• Identifying gaps in learning and underachievement and putting in place strategies and interventions to accelerate progress	• Making positive and thoughtful contributions to class discussion
• Challenging stereotypes and the use of derogatory language in lessons and around the Academy	• Taking time to think and reflect on their learning
• Valuing the diversity of pupils' experiences and providing them with an understanding of people and communities beyond their immediate experience	• Never being afraid to ask for help or seek out advice
	• Relishing opportunities for innovation, adventure and challenge
	• Being self-motivated and interested in the world around them
	• Feeling safe, supported, valued and trusted

Successful, confident learners High expectations, outstanding achievements Inclusive, caring, Catholic community Nurturing talent, cultivating ambition Excellence for all

4. Implementation

The policy is implemented through three interrelated yet distinct strands, ASSESS, PLAN AND DELIVER (See Appendix 3).
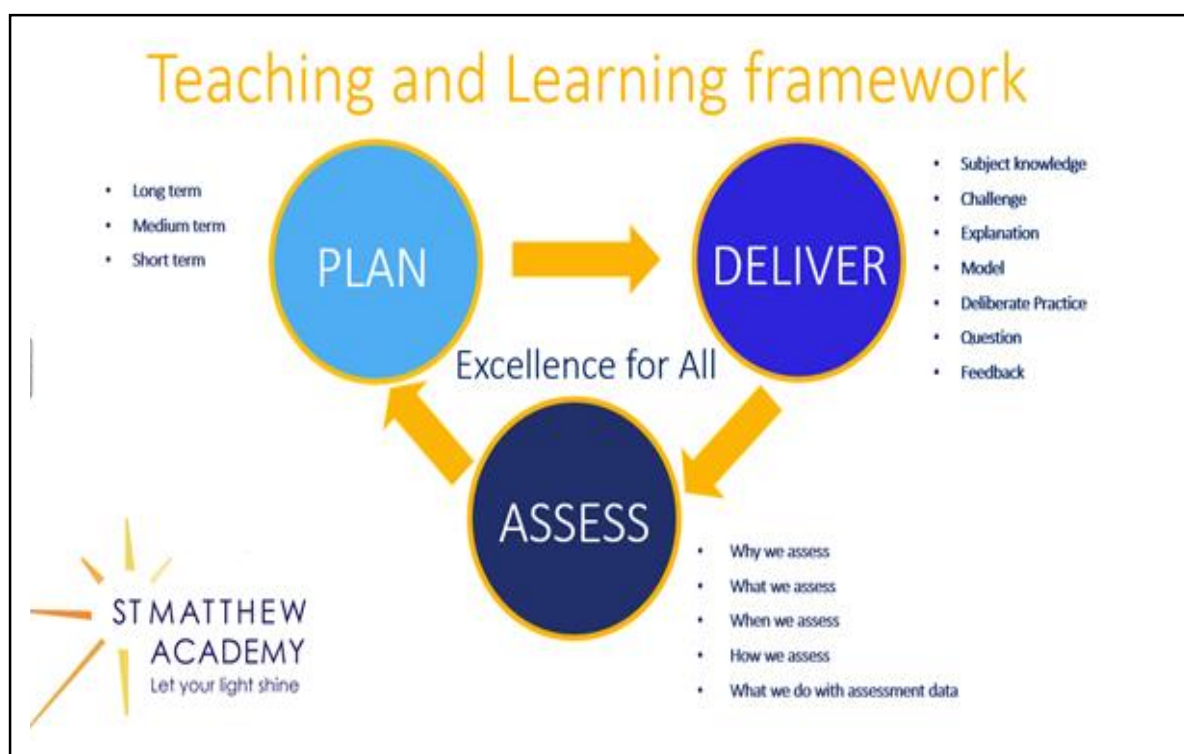
Through each of these strands we aim to achieve 'Excellence for All.' This means that we believe that these three ingredients are the basics of what is needed to deliver the excellent outcomes we require for our pupils. Each strand is distinct but in various ways they overlap and inform each other so that the process of planning, assessing pupil progress and delivering a high quality lesson become cohesive tasks, that are consistently carried out to a high standard.

4.1 Assess

At SMA 'Excellent progress for All' is achieved through a sound understanding of:

i. Why we assess

ii. What we assess

iii. When we assess

iv. How we assess

v. What we do with the assessment data.

Why we assess

"Assessment is the engine which drives pupil learning". John Cowan (2005)[1].

Assessment is a key component of learning because it helps pupils learn. When pupils are able to see how they are doing in a class, they are able to determine whether or not they understand wht has been taught. Assessment can also help motivate pupils, just as assessment helps pupils, assessment helps teachers.

SMA teachers will develop well-designed assessments that encourage active learning which are innovative and engaging. Peer and self-assessment will be used to foster a number of skills, such as reflection, critical thinking and self-awareness – as well as giving pupils insight into the assessment process. Teachers will discuss how and why they are assessing with pupils to ensure that the aims and goals of assessments are clear. **What we assess**

SMA teachers assess effectively by ensuring assessment is clearly linked to the chunks of learning and instruction that have taken place. Teachers will ensure that there is a delay between instruction and testing to ensure that pupils are able to recall and retrieve information and this is embedded in the long term memory.

The long term curriculum will be thought through carefully so that it includes ample opportunities throughout the year to assess content, skills, learning and performance.

When we assess

Pupils are assessed twice a year through ranking examinations and half termly in class through summative topic tests. In the primary phase, pupils are assessed three times a year through ranking examinations and half termly through teacher assessment. (See the primary and secondary assessment cycles in Appendix 4). Pupils are also tested lesson by lesson and formatively throughout a lesson through questioning, mini quizzes, plenaries etc.

How we assess

SMA teachers will use a range of effective assessment and testing tools to ensure they have a full and accurate picture of every pupil's progress to inform responsive planning and delivery.

Assessment will be formed of daily formative assessment which is intrinsically linked to summative assessment and testing.

A test is used to examine pupil's knowledge of something to determine what he or she knows or has learned. Testing measures the level of skill or knowledge that has been reached. Assessment is the process of documenting knowledge, skills, attitudes and beliefs, usually in measurable terms. The goal of assessment is to make improvements, as opposed to simply being judged. Assessment is the process of describing, collecting, recording, scoring, and interpreting information about learning.

Pupils should be tested both formatively and summatively. Formative assessment is used to identify gaps in pupil learning and then provide them with the advice and next steps needed to fill them.

Formative assessment gets straight to the heart of good teaching by:

- helping teachers help pupils to take the next steps in their learning (Teacher assessment)
- helping pupils to help each other to take the next steps in their learning (Peer assessment)
- helping pupils themselves to take the next steps in their learning (Self assessment)

Assessment for learning is formative and takes place continuously in the classroom. Assessment for learning is the process of finding out where learners are within a learning continuum, where they need to go and how best to get there. (See Appendix 5 for the various ways in which SMA teachers can utilise Assessment for Learning in their classrooms).

Summative assessment is assessment of learning. Assessment of learning tends to be summative and is carried out periodically e.g. at the end of a unit or year or key stage. The teacher undertakes this kind of assessment to judge how well a pupil is learning and performing. Conclusions will usually be reported in line with the academy assessment and reporting cycle.

What we do with the assessment data

SMA teachers will use data that has been produced from both formative and summative assessment to:

- Diagnostically assess where each pupil is currently at and set targets to ensure they make expected progress at the end of each year
- Identify gaps in pupil learning and adapt planning to ensure these are narrowed
- Raise achievement for EVERY child in their care
- Use data to inform planning and responsive planning
- Inform high quality teaching through data analysis using the MINT system (See Appendix 4)

- Know where to target intervention with impact
- Feed back to pupils
- Motivate pupils
- Communicate with parents
- Provide an accurate picture of where each pupil is at

4.2 Plan (See PLAN overview in Appendix 6)

SMA teachers plan for 'Excellence for All' through the development and use of long term, medium term, and short term curriculum plans. Whilst planning, teachers should take into account the following areas in order to maximise progress and inform effective lesson delivery:

- Using prior attainment data, SEN information, MINT analysis and targets of all students in order to develop **seating plans** and to ensure **differentiated and scaffolded** lessons meet the needs of every student
- Knowing their class well so that the data is put into context and differentiation is tailored to the **emotional and learning needs** of individual students
- Planning for **behaviour for learning** using techniques that encourage positive behaviours and minimise disruptive behaviours.
- Planning for **literacy/numeracy/ICT/Oracy** where appropriate.
- Planning for high quality **home learning** in accordance with the Academy Homework Policy
- Creating an **inspiring** learning environment (See the Environment Policy).
- Planning for the learning and emotional needs of SEN students and the **use of the TA**
- Following the guidance of national strategies and examination board specifications
- Providing many immersive **enrichment** opportunities
- Ensuring **books are marked** regularly and to a high standard and (if appropriate), build in time during the next lesson for the **Green Pen Challenge.** (See the Marking policy)

Teacher should plan in line with the academy Curriculum vision (see appendix 10 and below)

4.3 Deliver (See DELIVER examples in Appendix 7. They can also be found in RM Staff> Teaching and Learning> The SMA Way> DELIVER)
SMA pupils are engaged in active learning and experience 'Excellence for All' through teachers who:

Have **Excellent Subject Knowledge**
> Excellent subject knowledge is about researching above and beyond what pupils need to know to pass examinations and using this knowledge to inspire, stretch and challenge every pupil. Educational trips and visits will also substantially improve a teacher's subject knowledge and create a new texture to pupil learning

Provide **Challenge** for all
> Every pupil should be challenged to think beyond their current capacity: staff will ensure pupils are challenged and always in the struggle zone and ensure scaffolded resources are available to enable them to be successful in their learning
> (See a range of challenging yet engaging activities in RM Staff>Teaching and Learning> Teachers Toolkit> Learning Characteristics meet Stretch and Challenge)

Give clear and interesting **Explanations**
> Teacher explanations should transform complicated and abstract material into something clear and meaningful. Therefore explanation should be carefully planned in advance

Model expectations carefully and explicitly
> Pupils need to watch and listen to a teacher guide them through a process step by step before they are able to attempt it themselves. Blaming a child for not understanding something is counterproductive. We should model each small and seemingly insignificant part of the learning journey.

Build in time for **Deliberate Practice**
> Pupils will only retain and master the knowledge and skills you are trying to teach them through practising. More time should be spent on practice then on anything else

Questioning effectively
> Questioning is fluid and should be used throughout the lesson. Primarily questions should be asked to test understanding, to deepen and develop understanding and to sow the seeds of rich discussion. (See Appendix 8 for 'Questioning the SMA way- 5 guiding principles')

Provide regular and meaningful **Feedback**
> The purpose of feedback is to close a gap in pupil learning through precise and targeted feedback. It could be written or verbal, from teachers, peers or even self-generated. Feedback is fluid and like questioning should occur throughout a lesson.

This is illustrated perfectly and in detail the Seven Steps to Great teaching

Seven steps to GREAT Lessons

Principle	Ambition	What does this look like in practice?
Excellent Subject Knowledge	SMA teachers are able to teach their subject with **PASSION** and **CONFIDENCE**.	Teachers are excited and passionate about what they are teaching and pupils have a sense of **AWE** and **WONDER** about their learning.
Challenge	Teachers and pupils have **HIGH EXPECTATIONS** of what they can achieve.	Every pupil should be challenged to think beyond their current capacity: staff will ensure pupils are challenged and always in the struggle zone and ensure scaffolded resources are available to enable them to be successful in their learning.
Explanation	Pupils are able to **ACQUIRE** new knowledge and skills effectively.	Teacher explanations should transform complicated and abstract material into something clear and meaningful. Therefore explanation should be carefully planned in advance.
Modelling	Pupils **KNOW** how to apply new knowledge and skills.	Pupils need to watch and listen to a teacher guide them through a process step by step before they are able to attempt it themselves. Blaming a child for not understanding something is counterproductive. We should model each small and seemingly insignificant part of the learning journey.
Deliberate Practice	Pupils have **TIME** to practice and lock in the key skills and knowledge.	Pupils will only retain and master the knowledge and skills you are trying to teach them through practising. Large chunks of the lesson should be dedicated to deliberate practice.
Questioning	Pupils are made to think **HARD** with breadth, depth and accuracy. All teachers refer to the 5 guiding principles to questioning.	Questioning is fluid and should be used throughout the lesson. Primarily questions should be asked for the following reasons: • To test understanding • To deepen and develop understanding To sow the seeds of rich discussion
Feedback	Pupils **KNOW** what they have done well and how to further develop key knowledge and skills.	The purpose of feedback is to close a gap in pupil learning through precise and targeted feedback. It could be written or verbal, from teachers, peers or even self-generated. Feedback is fluid and like questioning should occur throughout a lesson.

The delivery of high quality teaching and learning begins in the way staff facilitate the start and end of lessons. The expectations for the start and end of lessons and daily delivery in the primary phase are outlined in the poster below: (See Appendix 9).

The SMA Primary Way

SMA Values
Respectful   Honest   Kind
Understanding   Helpful

SMA Learning Characteristics
Aspiration   Versatility   Persistence
Collaboration   Independence

Excellent subject knowledge   Modelling   Deliberate Practice
Challenge   **DELIVER**   Questioning
Explanation   Feedback

Start of the day

A calm start.

Support staff are in corridors supervising and welcoming pupils.

Children arrive to a set morning activity.

The class join together to start the day with a prayer.

The resister is taken before 9am.

Within Lessons

Classroom routines and ground rules are made clear to all pupils and adults working in the classroom.

Academy behaviour management strategies are used consistently.

Groupings and differentiation is explicit and referred to in planning to ensure challenge for all.

Focus groups and staggered starts are a regular feature in lessons—these are data driven.

Additional adults involved in teaching are well briefed and are used to support the children's learning.

Children are given clear instructions as to what is expected

Questioning is used to prompt pupils' prior knowledge and explore avenues of thought.

End of the day

Support staff are in corridors supervising collection of belongings.

All classes end their day with Mind to be Kind and then a prayer.

Children line up in classrooms and lead out in a quiet orderly manner.

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5.   Staff Support

Our teachers will be supported to develop lessons of a consistently high quality through a T&L policy providing clear guidelines on the expectations required to teach high quality lessons and through coaching support from the T&L team. The policy will be used as a basis for delivering a high quality CPD program which will involve staff learning from a variety of professionals including each other and external professionals and partners where appropriate.

Teaching staff and all stakeholders will be kept informed and up to date through regular reporting of events and activities published through:
- Staff meetings, training and INSET
- Line management meetings
- Email communication
- Relevant sections of the Academy's website

6.   Links with Other Policy Areas

- Marking policy
- CPD policy
- MAG&T policy
- Behaviour policy
- Homework policy
- Environment policy

7. Links with external partners/agencies where relevant

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. In particular this policy relates to our working closely with Sacred Heart Academy, St Thomas the Apostle College, LB Lewisham Initial Teacher Training providers, Lewisham Secondary Challenge, Teach First and the School Direct Program

8. Policy Documentation Control

Responsible for review:	Emma Thurston
Version:	2
Reviewed:	March 2020
Next review date:	March 2021

9. Appendices

Appendix 1 – SMA Learning Characteristics
Appendix 2 – SMA staff and students SHINE through
Appendix 3 – SMA Way overview
Appendix 4 – SMA ASSESS - Primary and Secondary Assessment cycles/MINT
Appendix 5 – Assessment for Learning the SMA Way
Appendix 6 – SMA PLAN overview
Appendix 7 – SMA DELIVER definitions and examples
Appendix 8 – SMA Questioning – the five guiding principles
Appendix 9 – The SMA Way – Primary, Secondary starts, ends and delivery of lessons
Appendix 10- Curriculum vision
Appendix 11- Response to Covid

10. Bibliography
In the writing of this policy a range of sources have been used including books, websites, twitter posts and other policies.

Planning model and expectations- Excellence for All

The big picture

Where are our pupils coming from?

Where are our pupils going to?

Long term planning- Well developed and structured curriculum maps

Baseline assessments to build curriculum on
Patchy content knowledge
Low literacy/numeracy/communication and language skills
Wide range of pre-schools/ primary schools
Poor attendance and punctuality
Diverse range of starting points

Take into account the big picture- what is it?
Provide opportunity to meet all specification requirements
SMA Learning characteristics are the roots- content is built upon this
R-Yr11 curriculum maps for each subject/phase which jigsaw with whole school map
Consider preparation for the next step of the journey
Begin with assessment and work backwards

Level 2 courses
Sixth form colleges
STAC/Sacred Heart
Positive lifelong learning habits
Aspirations and ambition is intrinsic
Well connected in the industry
Support from us in their next steps
Clear knowledge of their options

Medium term planning- Detailed and imaginative SOW building key skills and content knowledge

Are you secure on prior learning and knowledge?
What skills/content were covered during the previous SOW?
Has diagnostic assessment been referred to and informed planning?
Are there clear links between SOW?

Termly SOW developed and monitored centrally
Learning Characteristics identified clearly with learning built upon this
Build in opportunities for spontaneity to respond swiftly to the needs of the students
Make clear references to assessment criteria
Outline differentiation and challenge clearly
Revisit and return to core skills, content and knowledge to ensure it sticks

Are they fully prepared for the next learning journey?
Have gaps been clearly identified?
Are they prepared for summative and formative assessments?
Will you need to revisit chunks of learning after assessment? When?

Short term planning- PP for every lesson including a range of activities to engage, stretch and challenge all

Did ALL meet the objectives of the previous lesson?
Where are the gaps?
What changes should be made as a result?
How will this lesson need to be adapted to respond to this need?
How can you come at this from another angle to ensure it sticks this time?

Daily plans for lessons in required format
Clearly identify key learning episodes, scaffolding and challenge
Be prepared for every lesson and plan for adaptations needed
Responsive planning based on the previous lesson
Build in many opportunities for formative assessment to inform planning

Did they get it all?
How do you know?
Are they secure?
Are they ready to move on?
What level did they achieve?
How will you feedback?
When will you revisit this to aid recall?

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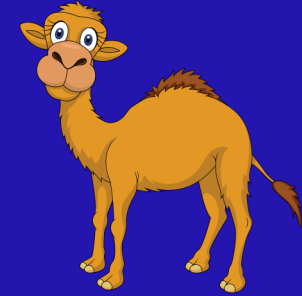
Learning Characteristics

Aspiration

Albie the Aspirational Antelope

I set myself high goals

I believe that anything is possible

I will try to be the best I can be

Collaboration

Clive the Collaborative Camel

I work well with others

I listen to what others have to say

I am a good team player

Independence

Izzy the Independent Iguana

I can work on my own

I can make decisions about my learning

I can collect the resources I need to learn

Persistence

Poppy the Persistent Penguin

I can concentrate for long perionds of time

I can overcome failure to chaieve my goal

I will keep on trying even when I find things hard

Versatility

Vince the Versatile Vulture

I am curious and excited about change

I can adapt my work to make it better

I can change the way I think and feel about things

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Learning Characteristics

INDEPENDENCE

I can work on my own
I can collect the resources
I need to learn
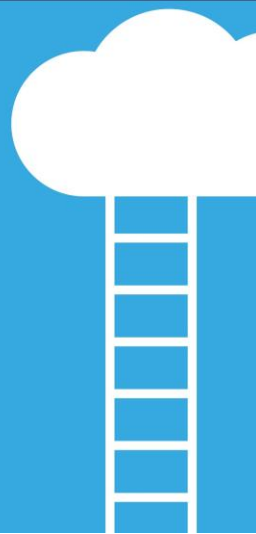I can make decisions about my own learning

VERSATILITY

I am curious about change
I can adapt my work to make it better
I can change the way I think and feel about things

PERSISTENCE

I can concentrate for a long period of time
I will keep trying even when I find things hard
I can overcome failure to achieve goals

ASPIRATION

I set myself high goals
I believe that anything is possible
I will try to be the best that I can be

COLLABORATION

I work well with others
I listen to what others have to say
I am a good team player

High expectations are required of all our staff and pupils.

SMA teachers and pupils are expected to support the academy motto and SHINE through:

Teachers

- Encouraging the development of SMA learning characteristics and SMA values for all pupils

- Promoting a growth mind-set alongside their pupils

- Engaging pupils through strong, positive relationships

- Cultivating a safe and challenging environment where pupils are eager to improve their learning

- Developing their classroom practice by taking risks and encouraging their pupils to do so

- Knowing the strengths and areas of development of every individual they teach

- Establishing and maintaining strong home/school relations

- Identifying gaps in learning and underachievement and putting in place strategies and interventions to accelerate progress

- Challenging stereotypes and the use of derogatory language in lessons and around the Academy

- Valuing the diversity of pupils' experiences and providing them with an understanding of people and communities beyond their immediate experience

Pupils

- Having high aspiration for themselves and their teachers and being confident in their ability to succeed

- Being positive and persistent when facing challenging tasks

- Relishing opportunities to learn both independently and in collaboration with their peers

- Having a versatile approach to problem solving and team work

- Showing enthusiasm for learning in and out of lessons

- Being committed to improving their learning and knowing how to improve

- Taking pride in the presentation and accuracy of their work

- Making positive and thoughtful contributions to class discussion

- Taking time to think and reflect on their learning

- Never being afraid to ask for help or seek out advice

- Relishing opportunities for innovation, adventure and challenge

- Being self-motivated and interested in the world around them

- Feeling safe, supported, valued and trusted

Successful, confident learners **H**igh expectations, outstanding achievements **I**nclusive, caring, Catholic community **N**urturing talent, cultivating ambition **E**xcellence for all

Teaching and Learning framework

PLAN

- Long term
- Medium term
- Short term

DELIVER

- Subject knowledge
- Challenge
- Explanation
- Model
- Deliberate Practice
- Question
- Feedback

ASSESS

Excellence for All

- Why we assess
- What we assess
- When we assess
- How we assess
- What we do with assessment data

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Appendix 4

Secondary Phase Assessment Cycle

Overview

Every subject has an assessment calendar that details the key assessments including the two rankings that take place over the course of the year. These assessments will include a range of formats and activities including formal ranking exams, end of unit tests, half termly tests, practical tasks and written tasks. Data from each of these components will feed into the overall ranking raw score.

Year 7 to 10 have 2 formal ranking weeks each academic year when ranking exams take place for most subjects and the dates of these are published in the Secondary Academy Assessment Cycle calendar. Year 11 have a set of formal mock exams in December and a second set in March. These are supplemented by bi-weekly exams in English, Mathematics and Science, and other practice exams where needed to complement the public exam schedule.

As a result of subject assessments pupils are ranked for each subject and these rankings are combined to produce an overall rank. Pupils are placed into east or west sections of the cohort according to their rank (where appropriate) and individual subject areas are set using the subject ranking data. In some subjects, pupils in the two cohorts are taught separately and are therefore set separately.

Week	Activity	Required action
4 weeks before	Ranking assessment designed	• Class teachers, postholders and HODs finalise ranking assessment components and compile ranking exam and revision materials. Details are sent to exam officer.
3 weeks before	Exam submission Pupils prepared for exams	• SLT line manager checks the ranking assessment for: level of challenge; layout and presentation; length; coverage. • QA document completed by SLT line manager and sent to exam officer. • HOD sends exam as PDF to exam officer. • Assembly regarding ranking exams takes place, pupils are given a hard copy of the revision booklet, a copy is placed on the website and a copy is emailed to parents.
2 weeks before	Exams printed	• Hard copies of exams sampled to check correct printing.
Ranking week	Pupils sit exams	• HOD distributes exams and mark scheme for marking by class teachers. • Registers shared with HODs so that class teachers can check that all pupils have sat exams and arrange catch-ups if needed.
1 week after	Exams marked	• Class teachers mark exams.
2 weeks after	Assessment data submitted	• Moderation of exams takes place in department meetings. • Class teachers enter effort and homework grades on SIMS. • Raw scores and grades submitted to Data Manager by HOD. • Overall ranks are returned to HOD if not already done in the department for checking in conjunction with SLT line manager.
3 weeks after	Assessment data summarised and analysed	• Data manager provides data summary (see the table below for full details) to SLT, DOL and HODs and saves in shared area (T:\Data and Assessment\Ranking Data). • Pupil reports are prepared and checked. • Data manager uploads data to SISRA. • Class teachers ensure that front page of exams is completed in full with raw score, grade, target grade and rank, and write formative www and ebi comments. • Ranking assembly takes place.

		• Parents evening takes place and SLT and DOL meet with key pupil parents before meeting subject teachers. • Class teachers complete MINT analysis for their class and submit to HOD. • HOD sends new class lists to Data Manager.
4 weeks after	Set changes take place	• HODs complete department MINT analysis and submit to MBR. • New timetables are distributed to DOL at Monday morning registration.
Timings confirmed separately	DOL presentation	• DOL attends SLT meeting to present MINT analysis.

Please refer to the SMA assessment calendar for all deadlines and dates for the current academic year.

Data analysis preparation

The table below outlines in detail all documents produced by the data manager for each ranking assessment. This documentation can be accessed by all staff on the shared drive with pupil reports also available on SIMS under 'linked documents'.

Title of document	Details
Final Overall Rank	This spreadsheet details grade, raw score and rank for each subject area, along with pupils' attitude to learning grade. It also included the average rank, previous average ranks and highlights the movement made. This information is used firstly by the DOL, tutors and SLT to cross check performance across all subjects, identify anomalies and make final decisions on ranks and sets. It is also then used to produce the ranking sheet for the assembly.
Broadsheet	This document details grade and performance against target for each subject area. It also includes effort and homework scores by subject.
Assessment booklet	The assessment booklet presents summary and class data in a range of formats for use by SLT, DOL, HOD and class teachers. Performance against target is analysed by a range of pupil groupings and headline measures are added for KS4 pupils. Also included in the document is the list of pupils sorted in order by number of subjects on target and breakdowns of pupils' attitude to learning. This is a good starting point for DOL when planning interventions.
Pupil report	Pupil reports are compiled after each ranking exam. After rank 1 parents and carers collect them at parents evening on the day of the ranking assembly. The format of the report is consistent across all year groups with slight adaptions to reflect the timing of the report and the year group. Full details of this can be found in the Assessment Standard Operating Procedure

SISRA Analytics

SISRA Analytics is a web based data package used in the secondary phase. Data is uploaded by the data manager after each ranking assessment and all secondary teachers are able to track and analyse data at whole school, department, class and pupil level.
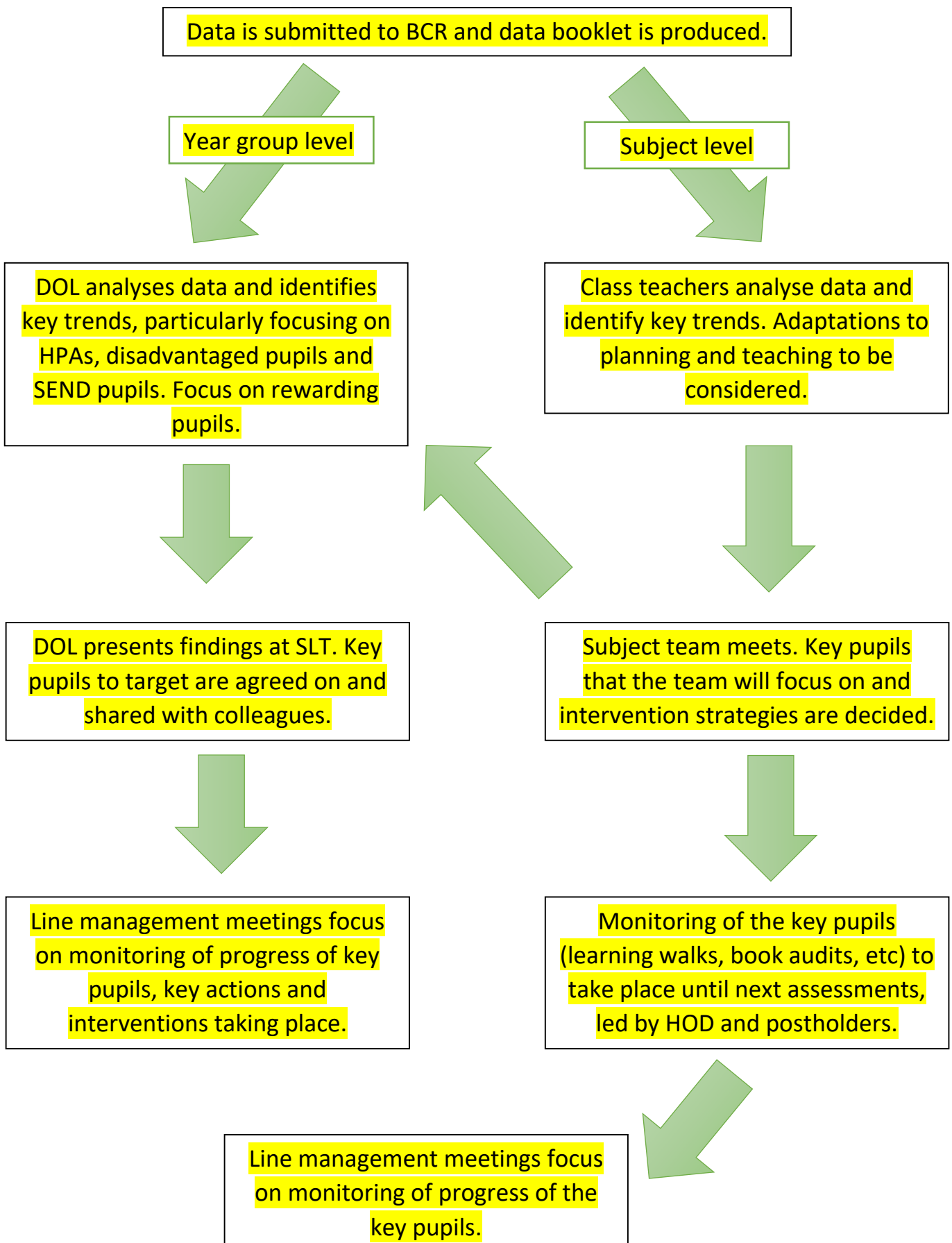
Appendix 4
Data Analysis – MINT: Monitoring and Intervention (secondary phase)

Careful and targeted analysis of all data is vital to ensure close monitoring and intervention takes place to narrow gaps in pupil progress. A key part of our assessment programme is a focus on what we do with the assessment information once we receive it. MINT is a process where all individual teachers engage deeply with the data after each ranking assessment and identify key pupils to target for rewards and intervention.

- After rigorous moderation sessions in departments, all teams meet to discuss all pupils in each year group and identify trends and patterns. Planning and T&L are adapted immediately to ensure gaps in progress are narrowed promptly.

- DOL look closely at MINT outcomes across the academy and use this to help inform target intervention for their year group.

- After the second ranking assessment, all staff revisit the first MINT forms and ensure pupils who were off track previously are back on track. DOL complete detailed action plans outlining key interventions and strategies to continue to narrow gaps in progress. All MINT forms can be found in T:\Data and Assessment\MINT

MINT process in the secondary phase

Monitoring and Intervention as a result of data analysis

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Data is submitted to BCR and data booklet is produced.

Year group level

Subject level

DOL analyses data and identifies key trends, particularly focusing on HPAs, disadvantaged pupils and SEND pupils. Focus on rewarding pupils.

Class teachers analyse data and identify key trends. Adaptations to planning and teaching to be considered.

DOL presents findings at SLT. Key pupils to target are agreed on and shared with colleagues.

Subject team meets. Key pupils that the team will focus on and intervention strategies are decided.

Line management meetings focus on monitoring of progress of key pupils, key actions and interventions taking place.

Monitoring of the key pupils (learning walks, book audits, etc) to take place until next assessments, led by HOD and postholders.

Line management meetings focus on monitoring of progress of the key pupils.

Appendix 4
Target grades and flight paths

On entry to the Academy in year 7 all pupils are set initially using a set of internal base line tests. Once KS2 data is received, pupils are given a target grade for all subjects. The methodology used is based on data provided by the DfE's Attainment 8 averages. Pupils' target grades reflect an overall secondary phase Progress 8 figure of +0.5. This ensures that all pupils are set challenging and aspirational targets that will result in pupils making more than expected progress.

A flightpath is used to judge at each ranking window whether pupils are on track, just off track or off track. A separate flightpath exists for RE to reflect pupils taking GCSE RE in Year 10.

		How many subgrades is the pupil from their target grade?			
		On track	RE on track	Just off track	Off track
Year 7	Autumn assessment	11	11	1 subgrade below 'on track'	2 or more subgrades below 'on track'
	Summer assessment	10	10		
Year 8	Autumn assessment	10	9		
	Summer assessment	9	8		
Year 9	Spring assessment	8	7		
	Summer assessment	7	6		
Year 10	Spring assessment	6	4 (mock 1)		
	Summer assessment	5	2 (mock 2)		
Year 11	Mock 1 (autumn)	4			
	Mock 2 (spring)	2			

In cases where a pupil is exceeding their target grade, the DOL and data manager can review and uplift the target grade to reflect current performance and to ensure that it remains aspirational.

When pupils arrive with no prior data we use their first set of ranking data to set aspirational targets and for these pupils we review their target after each subsequent ranking to ensure they reflect the current attainment and any accelerated progress being made.

Pupils in set 1 for core subjects at KS4 (English, Mathematics, Science and RE) have a target grade of at least 7 in those subjects unless their target grade is already higher.

Target grades in vocational subjects are based on the conversion below from the standard 9-1 grades to vocational grades:

- Grade 4 and lower being L2P.
- Grades 5 and 6 being L2M.
- Grade 7 and above being L2D.

Appendix 4
Attitude to learning

In addition to submitting data on assessment performance, subject teachers enter an Attitude to Learning (A2L) grade for each pupil using the criteria in the table below. The A2L grades are highlighted on pupil reports.

Grade	Attitude to learning
1 Outstanding	Pupils showing outstanding attitude to learning consistently do their best at school and this has a strong impact on their progress. • They aim to work above and beyond expectations • They show high persistence, working through things that they find difficult • They consistently work and collaborate well with their peers • They consistently use their teachers' feedback to improve their work • They are eager to work independently.
2 Good	Pupils showing good attitude to learning usually work to the best of their ability and this has a good impact on their progress. • They are mostly willing to persist when they find things difficult • They work and collaborate well with other pupils • They respond well to feedback from their teachers to improve their work • They take responsibility for their work.
3 Requires improvement	Pupils that require improvement only sometimes work to the best of their ability, which can limit their progress. • They sometimes keep trying when they find things difficult • They sometimes collaborate with their peers • They sometimes improve their work after feedback • They can be independent with their work.
4 Causing significant concern	Pupils who are causing concern rarely work to the best of their ability, which limits their progress significantly. • They rarely persist with their work or work well with their peers • They rarely make good use of their teachers' feedback and may not show much independence.

Appendix 4
Primary Yearly assessment timetable

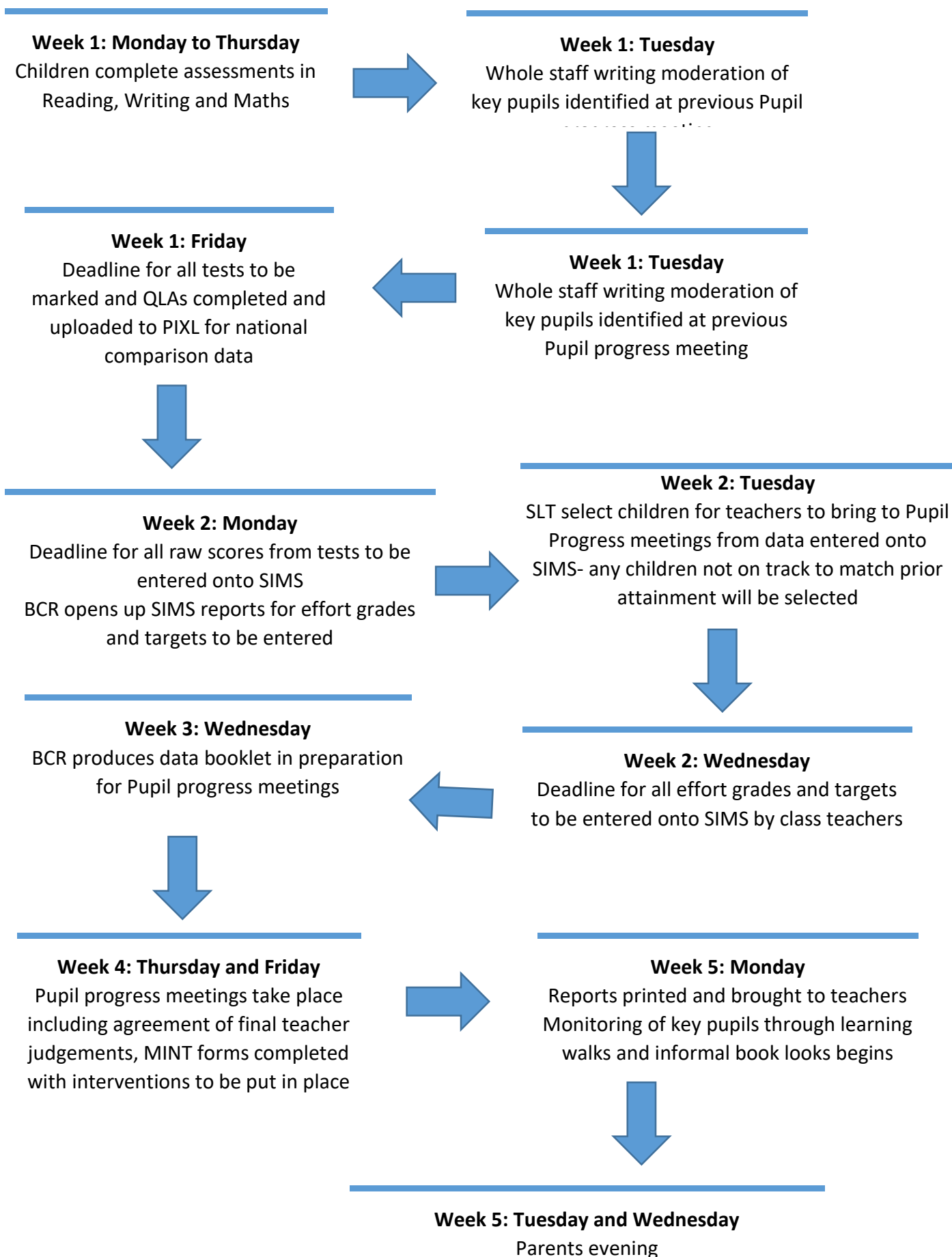| Term	Assessment type	Moderation on data required	Pupil progress meeting
Autumn term 1	**Confirmation of Summer term judgements from previous year** Class teacher meets with the previous class teacher with the previous year's set of books and Summer term assessment outcomes for a moderation session. Following this session, class teachers input their Teacher Assessed baselines	SLT and middle leaders will oversee moderation meetings and have final say on individual judgements where disputes arise	**SLT to lead** Pupil progress meetings to be completed after pupil's books are moderated and before half term. Interventions will also be planned during this meeting and will be reviewed on a six week cycle.
Autumn term 2	**Formal assessment** Each class undertake formal assessments in Reading, Maths and GPS. Raw scores form these assessments are converted into scaled scores and then into in year attainment points (see below) Teachers also assign judgements for writing for each pupil in their class based on the portfolio of work they have at this point.	SLT to moderate the administration of tests in all classes Whole school writing moderation	**SLT to lead** Pupil progress meetings to be completed using data from formal assessments to inform conversations. Decisions are made about final judgements for children who teachers feel have underperformed in the test due to a number of potential reasons. Inclusion lead will also lead the review of interventions and conversation around interventions which will be put I place for the first half of the Spring term.
Spring term 1	**Teacher assessment** Class teachers provide teacher assessments in Reading, Writing and Maths for each pupil based on their class work and regular weekly test practice. Class teachers also provide teacher assessment of skills and knowledge covered in all foundation subjects for each child.	SLT and middle leaders will moderate current progress in books.	
Spring term 2	**Teacher assessment** Class teachers provide teacher assessments in Reading, Writing and Maths for each pupil based on their	SLT and middle leaders will moderate current progress in books.	

	class work and regular weekly test practice.		
Summer term 1	**Teacher assessment** Class teachers will make final teacher assessed judgements for any children who were on the cusp of the next attainment point in the Summer term 1 assessments.	Whole school writing moderation Class teachers moderate their judgements with the next class teacher as part of the hand over process	**Inclusion to lead** A review of an interventions in place and what needs to be put in place for the beginning of the next academic year.
Summer term 2	**Formal assessment** Formal assessments for every year group in Reading, Maths and GPS (except Year for GPS.) These assessments will take place the week after Key stage 2 SATs to be in line with national assessment timetables. Class teachers also provide teacher assessment of skills and knowledge covered in all foundation subjects for each child.	SLT and middle leaders will moderate test outcomes and administration of tests Whole school writing moderation	**SLT to lead** Pupil progress meetings to be completed using data from formal assessments to inform conversations. Decisions are made about final judgements for children who teachers feel have underperformed in the test due to a number of potential reasons. Inclusion lead will also lead the review of interventions and conversation around interventions which will be put I place for the first half of the Spring term.

Primary scaled score to in year attainment conversion:

	Working below WB	Working towards not on track for Expected WT	Working towards On track for Expected WT +	At Expected Not on track for Greater depth EXS	At Expected On track for Greater depth EXS +	At Greater depth GD
Autumn term 2	Below 90	90 – 94	95 – 99	100 – 103	104 – 109	110
Summer term 2	Below 92	92 – 97	97-99	100 – 107	108 - 109	110

Appendix 4

Primary Assessment window cycle

Week 1: Monday to Thursday
Children complete assessments in
Reading, Writing and Maths

Week 1: Tuesday
Whole staff writing moderation of
key pupils identified at previous Pupil
progress meeting

Week 1: Friday
Deadline for all tests to be
marked and QLAs completed and
uploaded to PIXL for national
comparison data

Week 1: Tuesday
Whole staff writing moderation of
key pupils identified at previous
Pupil progress meeting

Week 2: Monday
Deadline for all raw scores from tests to be
entered onto SIMS
BCR opens up SIMS reports for effort grades
and targets to be entered

Week 2: Tuesday
SLT select children for teachers to bring to Pupil
Progress meetings from data entered onto
SIMS- any children not on track to match prior
attainment will be selected

Week 3: Wednesday
BCR produces data booklet in preparation
for Pupil progress meetings

Week 2: Wednesday
Deadline for all effort grades and targets
to be entered onto SIMS by class teachers

Week 4: Thursday and Friday
Pupil progress meetings take place
including agreement of final teacher
judgements, MINT forms completed
with interventions to be put in place

Week 5: Monday
Reports printed and brought to teachers
Monitoring of key pupils through learning
walks and informal book looks begins

Week 5: Tuesday and Wednesday
Parents evening

Appendix 5

Assessment for Learning

Formative assessment is the broad title that describes assessment that will evaluate what a pupil understands during a lesson, at the end of a lesson, a group of lessons, or a unit. The purpose of formative assessment is not just merely for the teacher to evaluate gaps and misconceptions in knowledge and understanding but to use this information to improve teaching strategies and feedback to pupils so that the gaps are filled and the misconceptions are dispelled. This allows pupils to move forwards on the learning continuum.

Dylan Williams (2011) in his book Embedded Formative Assessment has identified five formative assessment strategies:

1. Clarifying, sharing, and understanding learning intentions and criteria for success – getting the pupils to really understand what their classroom experience will be and how their success will be measured.

2. Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning – developing effective classroom instructional strategies that allow for the measurement of success.

3. Providing feedback that moves learning forward – working with pupils to provide them the information they need to better understand problems and solutions.

4. Activating learners as instructional resources for one another – getting pupils involved with each other in discussions and working groups can help improve pupil learning.

5. Activating learners as owners of their own learning – building in time for pupils to be self-reflective and assess their strengths, weaknesses and their own learning.

Please note that marking is a form of formative feedback. Marking expectations are outlined in the separate SMA Marking and Feedback Policy.

Assessment for learning

Of the five formative assessment strategies described by Williams (2011) above, strategies 3, 4 and 5 most closely illustrate what we at SMA understand as Assessment for Learning. Assessment for Learning can be described as an activity that occurs throughout the lesson where the teacher assesses learning and then immediately provides feedback that will fills gaps, dispels misconceptions and challenges pupils to move forward.

A teacher can assess learning in the following ways:

- Observing learning in progress by circling the class
- Listening carefully to feedback from pupils and to conversations pupils have with each other
- Questioning to gain knowledge of what the pupils are learning
- Discussing by giving feedback
- Reviewing pupil work in progress by giving feedback both written and oral.

Both parties then use the feedback to improve the learning. The feedback will include information on:
- How the pupils are learning
- Their progress
- The nature of their understanding
- The difficulties they are having.

Assessment for Learning although not a new concept has become a leading strategy in almost every school over the last ten years, this is because it:

- Supports the learning requirements and demands of the modern curriculum and National strategies
- Has been shown by recent educational research such as that carried out the Educational Endowment Fund, that when carried out well, feedback will improve learning gains by 8 months
- Makes pupils active participants in their learning and focuses on next steps
- Fosters pupil responsibility and ownership of learning
- Informs pupils of where they are, where they need to go and what they need to do to get there (AfL a practical guide, 2014 http://ccea.org.uk/sites/default/files/docs/curriculum/assessment/assessment_for_learning/afl_practical_guide.pdf)

In order to carry out AfL effectively the strategies of questioning and feedback will need to be investigated more closely:

Questioning

Questioning is fluid and should be used throughout the lesson. Primarily questions should be asked for the following reasons:

1. *To test understanding*
2. *To deepen and develop understanding*
3. *To sow the seeds of rich discussion (Appendix 8 DELIVER)*

In order for the teacher to assess learning effectively, questions will need to be:

- Related to the learning objectives/Success criteria and carefully planned in advance (A learning objective is a broad statement of what the child will learn in that lesson. Success criteria are the skills that the pupil will need to display to achieve the learning objective)
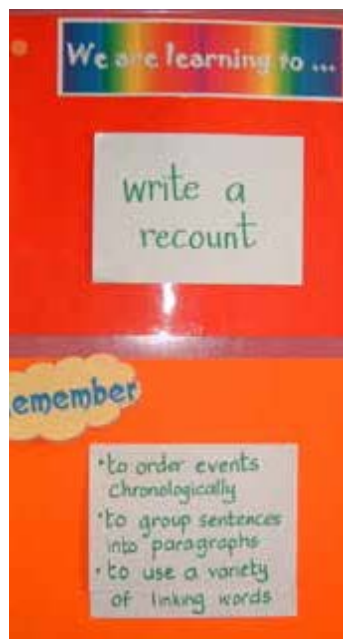
- Verbal or written
- Probing for learning and understanding, probing question means that a correct answer will usually be followed by follow up questions such as; Why? Jusitfy? What if? How? Do you agree? What other response could be correct?. An incorrect answer can also be followed by probing questions to steer pupils in the right direction (See Questioning - the five guiding principles appendix 9).
- Illicted from other pupils not just the teacher
- Framed so that all pupils should be expecting to answer a question during a lesson – using methods that allow you to randomly pick pupils is usually a good way to ensure this.
- Targeted at individuals or the entire class
- Asked after an episode of learning to check pupil understanding of what they have just learnt
- Asked and then a pause should be given (approx 3 seconds) before the pupil is expected to answer – this builds in thinking time for the pupil
- Varied - so that a variety of questioning techniques are used throughout a lesson

Feedback

The purpose of feedback is to close a gap in pupil learning through precise and targeted feedback. It could be written or verbal, from teachers, peers or even self-generated. Feedback is fluid and like questioning should occur throughout a lesson. (Appendix 8)

In order for feedback to fill gaps, dispel misconceptions and move pupils forward in their learning, feedback will need to be:

- Relayed back to the pupil almost immedialy
- Delivered either through another pupil using carefully worded success criteria or the teacher
- Carried out as a self-reflection or self-feedback task using carefully worded success criteria
- Written or verbal
- Clear and simple enough for the pupil to understand
- Specific so that the pupil can act on it immedialty so that learning gaps are closed and misconceptions dealt with.
- Valued –whether a pupil's response is correct or incorrect in order to cultivate a classroom culture of a growth mindset and to promote that it is ok to not to get the correct answer the first time

Assessing the individual

At times a teacher may want to assess the knowledge and understanding of indiviual pupils. This is a good idea if upon observation or by listening or asking questions, the teacher is concerned that a pupils has not fully achieved a learning objective.

If only one or two pupils misunderstand it could be a good idea to provide feedback by getting another pupil to respond with the correct answer and then going back to those pupils and asking them the same question again at the end of the lesson to check for retention of the information and understanding.

If half of the class understand and half do not then this could be a good point to get pupils to share their answers with each other. The teacher can then ask the question again, choosing a pupil who had a misconception to provide the correct answer, explaining why.

If most of the class do not understand, this is an opportunity for the teacher to re-explain or re-model the teaching in a different way so that the pupils can understand.
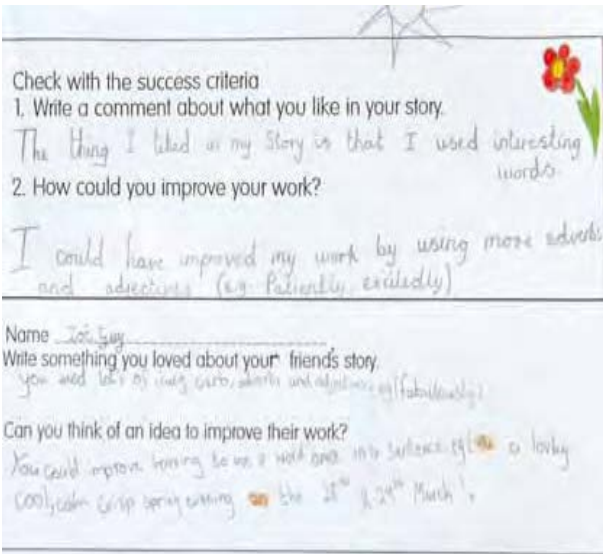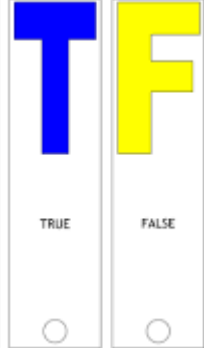
Assessing the entire class

At other times the teacher may want to ask what is known as a 'hinge' question to the entire class. This is useful when it is important for one learning needs to be secure by the entire class before the teacher can move the class on to the next learning episode. The teacher will ask a question to the entire class and depending on the response of the class, the teacher will either carry on with the lesson as they had planned or make adjustments to the lesson; finding another way to re-explain or re-model the misconceptions or fill any gaps in learning.

What will Assessment for learning look like in the classroom?

The table below gives you some strategies that will help you to carry out effective assessment for learning in your lessons.

Assessment of the individual	Assessment of the class
Lolly Sticks (No hands up) Using lolly sticks are a good way of randomly selecting pupils. This ensures that you do not pick on the same pupils and that everyone has a chance to show off their knowledge, meanwhile you are assessing pupil learning. Pupils do not know whose name is going to be selected from the cup and so they become more engaged in the learning experience. 	*Mini-whiteboards.* In order for this method to be effective all pupils will need to put up their mini-whiteboard at the same time to a count e.g. count to 3. The information on the whiteboards should be minimal so that the teacher can assess quickly.
Self and peer assessment. This is an effective method of assessment if pupils are given clear success critieria beforehand which are discussed with the class and presented in pupil friednly language. This method encourages independence and allows pupils to take control of their own feedback. Getting this right may take some practice with each class you have.	*ABCD cards* These should be used to assess understanding in response to pre-planned multiple choice questions

Assessment of the individual	Assessment of the class
  Check with the success criteria 1. Write a comment about what you like in your story. *The thing I liked in my story is that I used interesting words* 2. How could you improve your work? *I could have improved my work by using more adverbs and adjectives (e.g Patiently, excitedly)* Name _Zoe Guy_ Write something you loved about your friends story. *you used lots of tiring verbs, adverbs and adjectives eg (fabulously)* Can you think of an idea to improve their work? *You could improve turning to use a word and this sentence eg a lovly cool, calm crisp spring evening on the 28th & 24th March*.	*Exit Cards* A strategy to gauge whole class understanding and how to plan for the subsequent lesson. Also See pupil reflection questions below
Targeted questioning (No hands up) This is where the teacher picks who he/she wants to answer a question based on observation, listening, earlier misunderstandings etc. This technique also doubles up as an excellent behaviour for learning strategy 	*True or False cards* These can be used to gauge pupil understanding. A pre-planned statement or set of statements should be presented to the pupils which should only have a T or F response.
Written feedback in books Written feedback can take place in the lesson for targeted pupils whilst the rest of the class are working on an extended piece. Pupils should act on the written feedback immediately. Highlighters and codes which have been previously discussed with the class and are displayed so that the pupils can refer to their meaning quickly, can also be used to make this process quicker	*Traffic lights cards* These can be used to gauge whole class understanding. Red means the pupil does not understand, Amber means the pupil understands some of the topic and green means they understand some of the topic

The following strategies can be used to assess both individuals and the class

High quality questioning (see above)

Refer to the strategies on page 2 of this Appendix and Appendix 9 Questioning –the five guiding principles

Hands up (whole class) questioning
At times it may be preferable to use this very common method of questioning. It can be used to give pupils a chance who have been eager to comment or question but have not been chosen and it times it may be useful when there is no particular need for targeted questioning.

Group work
Group work followed by group presentation is an engaging way to assess both individual and whole class learning

Gallery Carousels

Gallery carousels allow pupils to display their work in different corners of the room and then get into small groups and visit each gallery to assess their peers learning whilst also looking at ideas they can learn from to improve their own learning. There are lots of variations of this activity but the teacher can assess by listening, observing and asking questions of each group as they move around the carousel. In order for this activity to work effectively, time at each carousel will need to be timed.

The following strategies can be used to assess both individuals and the class

Pupil feedback/demonstration

A confident pupil can be asked to demonstrate a concept to the rest of the class. Afterwards, the class can then ask questions of that pupil in order to improve their own understanding. The entire class can be assessed using this activity.

Pupil reflection

Pupils' learning can be assessed effectively during a reflection plenary as their responses will give you some insight into how well they have learnt and how you should adapt your next lesson

Some effective reflective questions are:
What really made you think?
What 3 things do you really understand about this topic?
What am I not sure of?
What questions will I need to ask to help me to understand it better?
What did I find difficult?
Do I understand it now?
How did I figure it out?

SMA WAY - DELIVER

All lessons planned and delivered will be expected to show a component of the T&L strategies below

LESSON STRATEGY	DEFINITION	PRACTISE IDEA 1	PRACTISE IDEA 2	PRACTISE IDEA 3
Excellent Subject Knowledge	Excellent subject knowledge is about researching above and beyond what pupils need to know to pass examinations and using this knowledge to inspire, stretch and challenge every pupil. Educational trips and visits will also substantially improve a teachers subject knowledge and create a new texture to pupil learning	Keep up to date with journals, websites, magazines and media coverage on your subject area. Watch documentaries, visit exhibitions, games, theatre, read biographies Try to read 3 books a year (Including an A level text book) on your subject area and use this to add and enhance extra texture to your subject understanding	Regularly answer challenging exam questions in your subject area and then ask for feedback from a colleague. Compare your answers required for a Grade 9. What valuable teaching points can you take from this? Have you struggled in the places that your students have struggled too?	Decide to become an examiner in your field, it will not only enhance your subject knowledge will also improve your understanding of how your subject is assessed. Possibly become a borough moderator for key stage one or two. This would consequently deepen your understanding of age related expectations at different stages of an academic year.
Challenge	Every pupil should be challenged to think beyond their current capacity: staff will ensure pupils are challenged and always in the struggle zone and ensure scaffolded resources are available to enable them to be successful in their learning	Upscale your lesson objectives. Support all to reach or even go beyond your objectives. Mathematical learning objectives could be linked to key questions, thus incorporating an element of reasoning. Consequently, pupils should be able to answer the key question via completing set activity.	At KS3 dip into KS4 knowledge and techniques, In Years 9 and 10 dip into Grade 7 – 9 strategies and techniques. In Year 11 dip into A level techniques. Let the students know you are doing it! If you're looking to differentiate within a lesson, look at what learning intention would be for the previous years. Furthermore, if you wanted to challenge a pupils consider using Blooms taxonomy to add more depth to your questioning.	Work backwards - Show students a high quality piece of work. Work with the class to deconstruct it by annotating the layers of strategies and techniques they can see. Students can use this to then create their own high quality piece of work. Challenge also means that sentence starters, keywords, paragraph titles etc are available.
Explanation	Teacher explanations should transform complicated and abstract material into something clear and meaningful. Therefore explanation should be carefully planned in advance	For difficult concepts, construct your explanation as a narrative, personal anecdote (made up or real), or as a mystery. We tend to remember narratives over plain Also try using analogy by comparing a new concept to an idea already firmly securely fastened in their minds this could be something they are familiar with as part of their age group or something you have already taught them. For difficult concepts try using a video or an interactive game to infuse the learners with necessary preliminary skills before you attempt the activity.	All students come with slightly different prior knowledge so have several examples available in case pupils do not understand your first explanation. You can use: • Physical re-enactment – use students to 'act out' a concept • A range of visuals e.g. images/videos • Use analogies from the classroom environment • Bring in props/support	Try carrying out the learning task you want students to do before you ask them to do it. That way you will be more familiar with the difficulties they may have and the misconceptions they will come across. Now think about your weakest learner, what will they still not understand? What can you do about this?
Modelling	Pupils need to watch and listen to a teacher guide them through a process step by step before they are able to attempt it themselves. Blaming a child for not understanding something is counterproductive. We should model each small and seemingly	Write a short piece live at the front of the class with help of the students. This should be a messy, stop-start affair that helps you to verbalize the thinking process. You should model the decision making process such as weighing up vocabulary choices, deciding on sentence structure, proof reading etc. Explain to students why you are doing this and what you expect them to gain from it. When modelling a maths strategy, consider what specific step pupils would have to undertake to get the correct	Write a very poor example in advance of the lesson. One containing the weaknesses and misconceptions common to that particular class. Use the live modelling idea explained in Practise idea 1 time to improve on the poor example	Be mindful of the need to remove models and scaffolds every now and again to enable students to make mistakes and will inform you and the student of what they need to do next. If a pupil now knows how to create a piece of work without the need for a model then you should crank up the difficulty and model how to create a piece of work to grade 9 standard and beyond.

	insignificant part of the learning journey.	answer and then clearly demonstrate via numbering each step through your explanation.		
Deliberate Practice	Pupils will only retain and master the knowledge and skills you are trying to teach them through practising. More time should be spent on practice than on anything else	Get students to start practising how to write basic sentences e.g • Even though… • Some readers might propose that… other readers, however might argue… • The most important word/sentence/idea/chapter is… because… Then pupils can move on to forming complete paragraphs. This way huge misconceptions can be avoided and they will be able to write the final extended essay much more easily.	Get students to say it first. Use questioning and class discussion to support pupils' emergent thinking. By listening to what pupils say the teacher can pick up on misconceptions early rather than waiting to mark a set of books and hearing it spoken in formal academic language by the teacher or another student helps to scaffold subsequent academic writing	Give pupils a checklist so that they can tick off the techniques and strategies they have used as they go along. It is self-assessment in the moment and it helps to promote accurate practice. You can also do the same with keywords. Providing a tick list of what keywords should be used in which paragraph of the work.
Questioning	Questioning is fluid and should be used throughout the lesson. Primarily questions should be asked for the following reasons: 1. To test understanding 2. To deepen and develop understanding 3. To sow the seeds of rich discussion	Avoid isolated questions if you want to probe student understanding and make them think. Always aim to ask at least one follow-up question. You can do this by following up a question with a WHY question. Some examples are: • Why do you think that? • Why do you think _____ said that? • Why did you use that method? • Why do you think somebody might disagree with that?	What should you do when a student says "I don't know" Some strategies you can try are: • Give the student the answer you are looking for and ask them to explain how you got there • Give them two options and get them to explain what they agree with most • Remind them of the facts and then ask the question again • Rephrase the question as a comparison • Finally, ask another student the answer and then come back to the student asking them to repeat the answer	Try to involve everyone in the class in answering questions. Below is a lovely example of how to do this well: **Start with No hands up:** Randomly generate who will answer a question by using lolly sticks or electronic random generators. **Then target individual students** in particular your struggling learners. **Hands up**: When targeting individual students dries up, hear from those who have their hands up **Hinge questioning**: This helps you to check the understanding of all students at key points in the lesson e.g. when you need to check if you can move the class on to more challenging work. You can use tools such as A, B, C, D cards, or mini-whiteboards. The trick here is that all the cards/boards have to be raised at the same time to ensure students are not just copying each other.
Feedback	The purpose of feedback is to close a gap in pupil learning through precise and targeted feedback. It could be written or verbal, from teachers, peers or even self-generated. Feedback is fluid and like questioning should occur throughout a lesson.	Providing 30 students with personalised guidance that they can respond to during the Green pen Challenge can be tricky. Often students' need more advice or scaffolding than a written comment is able to provide. One way of solving this problem is to present a slide that links a specific target code to an improvement task to a specific target code that you write in the student's book. **On the slide, the target code should be accompanied by an example or clue.** You can also use these codes to facilitate faster marking. Students should write out the specific target in red and then carry out the Green pen Challenge	To keep students in the struggle zone, equip yourself with a highlighter pen and go around the classroom as students are working. Disturbing them as little as possible, look for mistakes. When you spot one, say nothing to them but highlight it and walk away. Do this with a few more students and then stop the class and tell them that anywhere where they see a highlight this part is wrong or needs development. The students need to work out why it is wrong or how it needs development.	Peer feedback can be tricky but it can work well by providing students with a clear set of numbered success criteria and then they can either: 1. Circle and number when they see any of the success criteria in their peers work. **OR** 2. Provide formative comments to their peer in the form of: "What you did well was…" "To improve the answer you could…" Now set them a question to answer based on how they could improve.

Seven steps to GREAT Lessons

Principle	Ambition	What does this look like in practice?
Excellent Subject Knowledge	SMA teachers are able to teach their subject with **PASSION** and **CONFIDENCE**.	Teachers are excited and passionate about what they are teaching and pupils have a sense of **AWE** and **WONDER** about their learning.
Challenge	Teachers and pupils have **HIGH EXPECTATIONS** of what they can achieve.	Every pupil should be challenged to think beyond their current capacity: staff will ensure pupils are challenged and always in the struggle zone and ensure scaffolded resources are available to enable them to be successful in their learning.
Explanation	Pupils are able to **ACQUIRE** new knowledge and skills effectively.	Teacher explanations should transform complicated and abstract material into something clear and meaningful. Therefore explanation should be carefully planned in advance.
Modelling	Pupils **KNOW** how to apply new knowledge and skills.	Pupils need to watch and listen to a teacher guide them through a process step by step before they are able to attempt it themselves. Blaming a child for not understanding something is counterproductive. We should model each small and seemingly insignificant part of the learning journey.
Deliberate Practice	Pupils have **TIME** to practice and lock in the key skills and knowledge.	Pupils will only retain and master the knowledge and skills you are trying to teach them through practising. Large chunks of the lesson should be dedicated to deliberate practice.
Questioning	Pupils are made to think **HARD** with breadth, depth and accuracy. All teachers refer to the 5 guiding principles to questioning.	Questioning is fluid and should be used throughout the lesson. Primarily questions should be asked for the following reasons: • To test understanding • To deepen and develop understanding To sow the seeds of rich discussion
Feedback	Pupils **KNOW** what they have done well and how to further develop key knowledge and skills.	The purpose of feedback is to close a gap in pupil learning through precise and targeted feedback. It could be written or verbal, from teachers, peers or even self-generated. Feedback is fluid and like questioning should occur throughout a lesson.

SMA Values

Respectful   Honest   Kind
Understanding   Helpful

The SMA Way

SMA Learning Characteristics

Aspiration   Versatility   Persistence
Collaboration   Independence

Start of lessons

Where pupils remain in the classroom

A Calm Start: Teacher enters the classroom, greets class with a smile and asks pupils to stand behind their chairs ready to make the sign of the cross together.

Ready to Learn: Teachers check coats on chairs and bags on floor, equipment and planner out on the desk, room is tidy.

An Engaging Start: Pupils complete the **Do Now, t**his is engaging, hooking the pupils into the learning.

Register is taken

Where pupils move location

A Calm Start: Teacher collect the pupils, ensure face coverings are on and that pupils travel to and enter the classroom calmly, setting the tone for the lesson with a smile.

Ready to Learn: Pupils stand behind chairs. Face coverings and coats off, bags on floor, equipment and planner out on the desk. Stand behind chair ready to make the sign of the cross together.

An Engaging Start: Pupils complete the **Do Now,** this is engaging, hooking the pupils into the learning.

Register is taken

End of lessons

Where pupils remain in the classroom

Lock in Learning: Teacher conducts a plenary, consolidates the learning, setting the tone for the next lesson.

A Tidy Classroom: Equipment away, resources away, rubbish in the bin, desks tidied.

Set a thinking task: Pupils consider a key question or a short statement with a frozen slide on the board and wait calmly for the next teacher.

Where pupils move location

Lock in Learning: Teacher conducts a plenary, consolidates the learning, setting the tone for the next lesson.

A Tidy Classroom: Equipment away, resources away, rubbish in the bin, desks tidied.

An Orderly exit: Pupils stand behind chairs, shirts in, ties on, blazers on, coats off, face coverings on. Dismiss pupils row by row calmly.

Leave on Time: Not early, not late. Teacher in charge for the full lesson.

The SMA Way

Excellent subject knowledge

Challenge

Explanation

Modelling

DELIVER

Deliberate Practice

Questioning

Feedback

Start of Lessons

A Calm Start: Teacher is waiting at the classroom door to meet and greet pupils and set the tone for the lesson.

An Orderly Entrance: Pupils enter the room calmly, respectfully, and ready to learn. Teacher reinforces uniform expectations.

Ready to Learn: Coats on chairs and bags on floor, equipment and planner out on the desk.

A time for Prayer: Pupils make the sign of the cross together with the teacher.

An Engaging Start: Pupils complete the Do Now which should be ready, waiting and immediately engaging.

End of Lessons

Lock in Learning: Conduct a plenary, consolidate the learning, set the tone for the next lesson.

A Tidy Classroom: Equipment away, resources away, rubbish in the bin.

Leave on Time: Not early, not late. Teacher in charge for the full 60 minutes.

An Orderly exit: Pupils stand behind chairs, shirts in, ties on, blazers on, coats off. Dismissed in a calm, orderly manner.

Successful, confident learners   High expectations, outstanding achievements   Inclusive, caring, Catholic community   Nurturing talent, cultivating ambition   Excellence for all

The SMA Primary Way

SMA Values

Respectful   Honest   Kind

Understanding Helpful

SMA Learning Characteristics

Aspiration   Versatility   Persistence

Collaboration   Independence

Excellent subject knowledge	Modelling	Deliberate Practice
Challenge	**DELIVER**	Questioning
Explanation		Feedback

Start of the day

A calm start.

Support staff are in corridors supervising and welcoming pupils.

Children arrive to a set morning activity.

The class join together to start the day with a prayer.

The resister is taken before 9am.

Within Lessons

Classroom routines and ground rules are made clear to all pupils and adults working in the classroom.

Academy behaviour management strategies are used consistently.

Groupings and differentiation is explicit and referred to in planning to ensure challenge for all.

Focus groups and staggered starts are a regular feature in lessons—these are data driven.

Additional adults involved in teaching are well briefed and are used to support the children's learning.

Children are given clear instructions as to what is expected

Questioning is used to prompt pupils' prior knowledge and explore avenues of thought.

End of the day

Support staff are in corridors supervising collection of belongings.

All classes end their day with Mind to be Kind and then a prayer.

Children line up in classrooms and lead out in a quiet orderly manner.

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CURRICULUM VISION

We want to create a curriculum that celebrates our diverse community; a curriculum which is intrinsically linked to and fully embodies our Catholic ethos: learning characteristics of persistence, independence, aspiration, collaboration, versatility and values, kindness, honesty, respect, understanding and helpfulness.
The curriculum will enable every pupil to become a confident individual with an inquisitive mind, who has the courage, spirituality, skills and knowledge to thrive in the 21st century

ACADEMIC EXCELLENCE
To ensure academic excellence through building *deep knowledge* within and across subjects *which fully extends and supports* EVERY PUPIL

AWE & WONDER
To create a sense of awe and wonder through an inspiring, creative and *challenging*, fully immersive CURRICULUM

KEY SKILLS
For all pupils to have a secure grasp of skills including: **Literacy**, **Numeracy**, **ICT**, **Oracy**, **Critical Thinking** as well as having the ability to make links between subjects LEADING TO LIFELONG LEARNING

BRING IT TO LIFE
To bring the curriculum to life through relevant links to the real world

WITHIN AND BEYOND THE CLASSROOM
learning and *wide-ranging enrichment opportunities* including visits from experts both

INNOVATION
To develop pupils who are innovative problem-solvers

NEW TECHNOLOGIES
are forward thinking and are adaptable to

Our Curriculum Vision and defining principles are underpinned by the SMA Equality and Diversity Curriculum Statement of Commitment: We are committed to embedding equality and diversity throughout our pupils' learning experience, ensuring that our teaching and learning resources, content and modes of communication celebrates our diverse backgrounds and challenges all forms of discrimination, including racism.

T&L policy   Appendix 11
Response to Covid- T&L plans Autumn Term 2020 and beyond

Rationale: To plan and deliver a recovery curriculum for all pupils in the secondary phase which enables teachers to identify gaps in progress quickly, assess pupils accurately and effectively and plan high quality learning experiences which narrows gaps in progress promptly.

Changes to expectations in terms of lesson structure is based on recent research. Regular and well planned formative assessment will be key to identifying the gaps early on.

The EEF Teaching & learning toolkit states that high impact on pupils learning is achieved through:

Feedback
- **Metacognition and self-regulation**
- **Reading comprehension strategies**
- **Collaborative learning**

Training for all four areas will be delivered in September.

Lesson structure:
1. Daily review **EVERY** lesson has a do now
2. New content in **SMALL CHUNKS**- sequencing of concepts
3. Questioning
4. Modelling
5. Questioning
6. Guided Spaced practice
7. 1:1 support
8. Self/peer review
9. Plenary- what nugget do they take away?
    Build in READING to EVERY lesson where possible

Formative assessment expectations:
1. Weekly formative assessment- mini quizzes- questioning- peer/ self
2. Use of mini whiteboards in lessons
3. Regular updating of faculty formative assessment trackers
4. Consistent expectations across departments
5. Regular monitoring within and across departments

Live streaming & Google Classroom:
Equipment will be purchased and training will be provided in order for live streamed lessons to take place across the secondary phase. This will be utilised for assemblies and in classes where non specialists are teaching.

Pupils will be expected to carry out all or MOST HW and independent learning on google Classroom.

Active lesson breaks:

Pupils will be encouraged to carry out active 'breaks' at their desks before the start of every lesson. These will include:

- Brain gyms
- Desk yoga
- Meditation
- RP placemat activities
- Generic challenge tasks
- Reading/ Spellings