

# St Matthew Academy

## TEACHING, LEARNING AND ASSESSMENT Policy

St Matthew says '*let your light shine.*'

At St Matthew Academy we let our light shine by:

- Growing our inclusive, caring Catholic community
- Nurturing faith, discovering talents and cultivating ambition
- Transforming each other through integrity, courage and service

enabling everyone at St Matthew Academy to flourish.

Date of Approval	Spring 2020
Review Date	Spring 2023

## Teaching, Learning and Assessment 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.

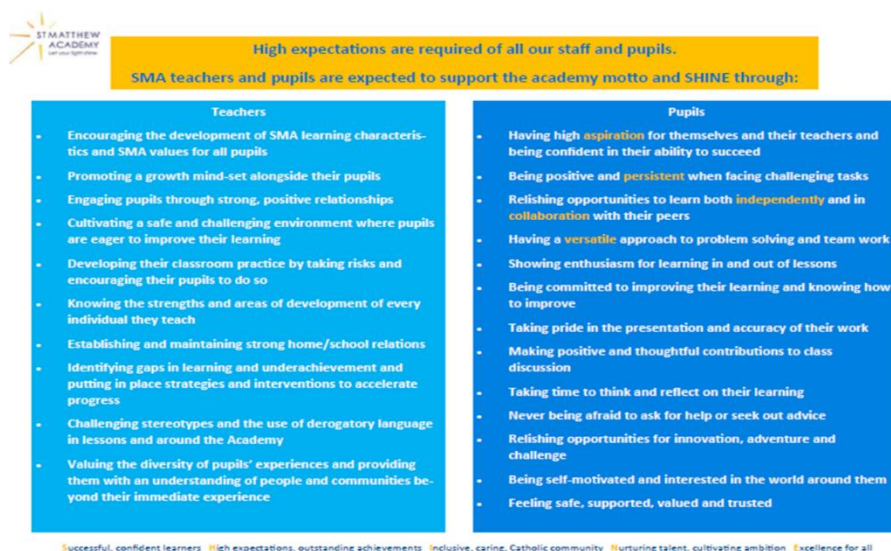
At St Matthew Academy we expect that the short term results of high quality teaching will be excellent examination results. However, we know that high quality teaching develops more than just good grades, it develops confident, resilient learners who are fully able to articulate their learning and reflect 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.

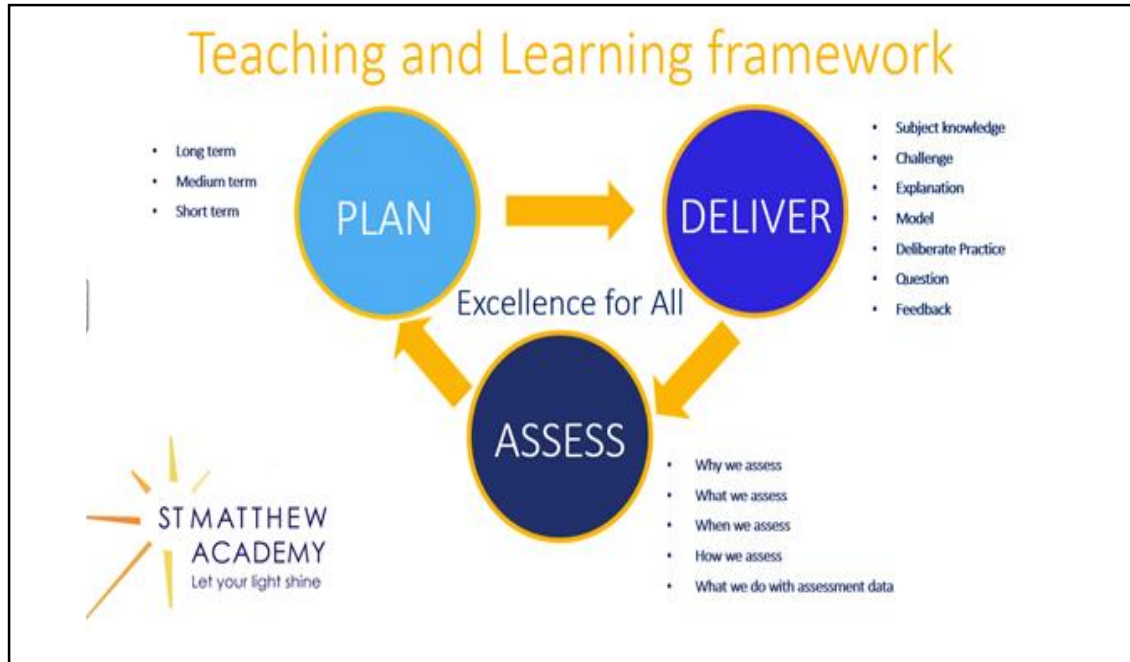
The expectations for Teaching and Learning are linked to the learning characteristics desired for all pupils at St Matthew Academy. Our rewards policy is also directly linked to the five learning characteristics (See Appendix 1).

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



## 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)<sup>1</sup>.

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 what 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**

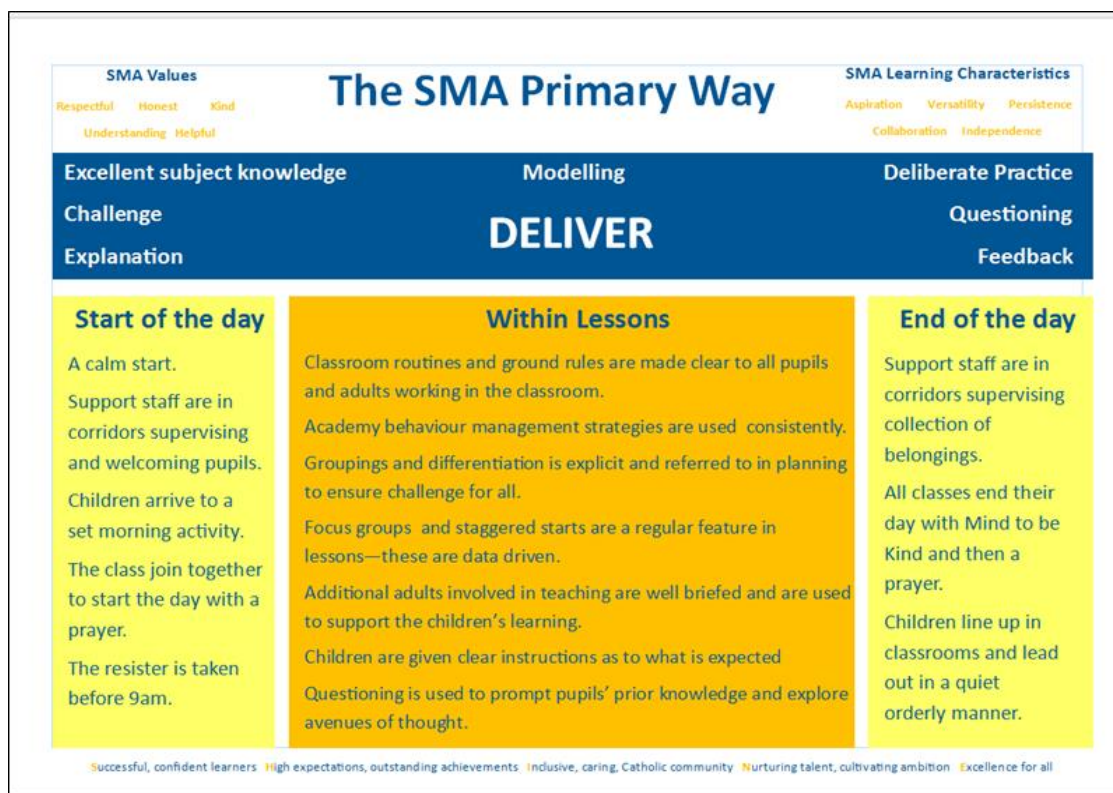
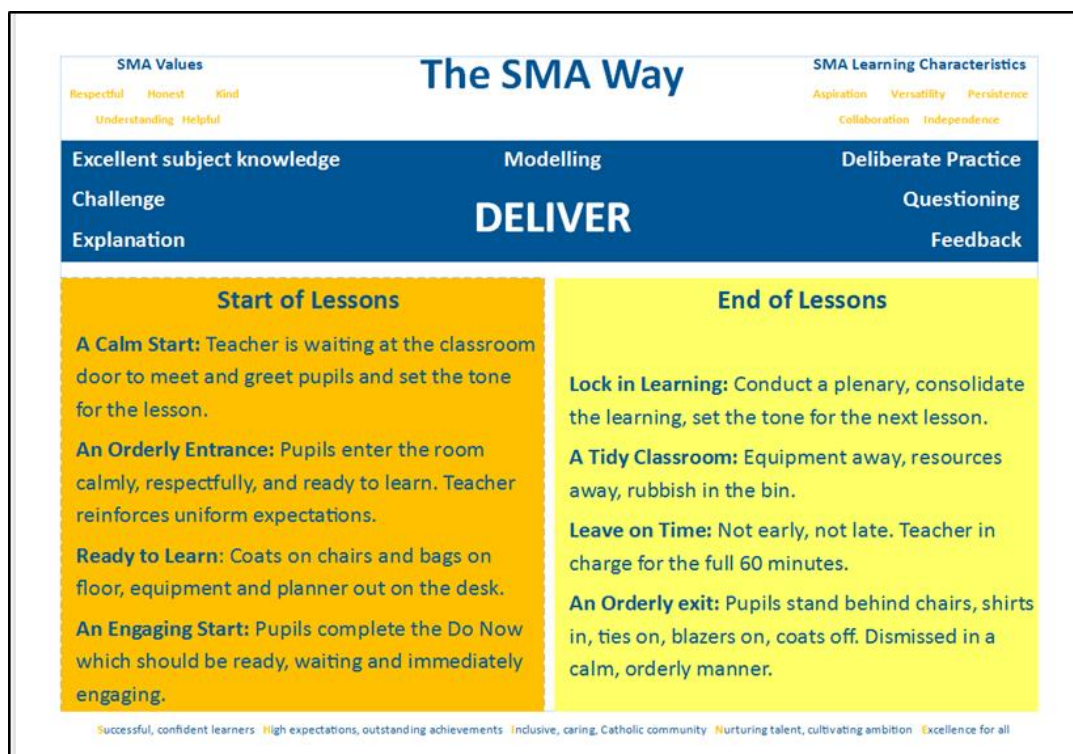
The purpose of feedback is to close a gap in pupil learning through precise and targeted feedback. It could be written or verbal, from teachers, peers or even self-generated. Feedback is fluid and like questioning should occur throughout a lesson.

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?
<b>Excellent Subject Knowledge</b>	SMA teachers are able to teach their subject with <b>PASSION</b> and <b>CONFIDENCE</b> .	Teachers are excited and passionate about what they are teaching and pupils have a sense of <b>AWE</b> and <b>WONDER</b> about their learning.
<b>Challenge</b>	Teachers and pupils have <b>HIGH EXPECTATIONS</b> 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.
<b>Explanation</b>	Pupils are able to <b>ACQUIRE</b> 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.
<b>Modelling</b>	Pupils <b>KNOW</b> 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.
<b>Deliberate Practice</b>	Pupils have <b>TIME</b> 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.
<b>Questioning</b>	Pupils are made to think <b>HARD</b> 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: <ul style="list-style-type: none"> <li>To test understanding</li> <li>To deepen and develop understanding</li> <li>To sow the seeds of rich discussion</li> </ul>
<b>Feedback</b>	Pupils <b>KNOW</b> 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).





## 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
- SEND 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

<b>Responsible for review:</b>	<b>Deputy Headteacher in charge of T&amp;L</b>
<b>Version:</b>	<b>2</b>
<b>Reviewed:</b>	<b>March 2020</b>
<b>Next review date:</b>	<b>March 2022</b>

## 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.

# 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.



## St Matthew Academy Primary

### Learning Characteristics

# Persistence

Poppy the Persistent Penguin



I can concentrate for long periods of time.  
I can overcome failure to achieve my goal.  
I will keep trying even when I find things hard.

# Aspiration

Albie the Aspirational Antelope



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

# 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.

# Collaboration

Clive the Collaborative Camel



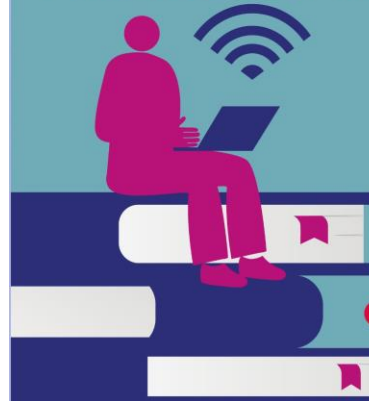
I work well with others.  
I listen to what others have to say.  
I am a good team player.



## 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



# Teaching and Learning framework

- Long term
- Medium term
- Short term



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

Excellence for All



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

## 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 and Mathematics 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 in tutor groups according to their rank and individual subject areas are set using the subject ranking data.

### Ranking assessment procedures

Week	Activity	Required Action
4 weeks before	Ranking assessment designed	<ul style="list-style-type: none"> <li>Class teacher and HOD finalise ranking assessment components and compile ranking exam and revision materials</li> </ul>
3 weeks before	Exam submission Pupils prepared for exams	<ul style="list-style-type: none"> <li>SLT line manager checks the ranking assessment for: level of challenge; layout and presentation; length; coverage</li> <li>QA document completed by SLT line manager and sent to exam officer</li> <li>HOD sends exam as PDF to exam officer</li> <li>Assembly regarding ranking exams takes place, pupils are given a hard copy of the revision booklet and a copy is placed on the website and emailed to parents</li> </ul>
2 weeks before	Exams printed	<ul style="list-style-type: none"> <li>Hard copies of exams sampled to check correct printing</li> </ul>
Ranking week	Pupils sit exams	<ul style="list-style-type: none"> <li>HOD distributes exams and mark scheme for marking by class teachers</li> </ul>
1 week after	Exams marked	<ul style="list-style-type: none"> <li>Class teachers mark exams</li> </ul>
2 weeks after	Assessment data submitted	<ul style="list-style-type: none"> <li>Moderation of exams takes place in department meetings</li> <li>Class teachers enter effort and homework grades on SIMS</li> <li>Raw scores are submitted to Data Manager by HOD</li> <li>Overall ranks and grades are returned to HOD for checking in conjunction with SLT line manager</li> </ul>
3 weeks after	Assessment data summarised and analysed	<ul style="list-style-type: none"> <li>Data manager provides data summary (see table 1 below for full details) to SLT and DOL and saves in shared area (<a href="#">T:\Data and Assessment\Ranking Data</a>)</li> <li>Pupil reports are prepared and checked</li> <li>Data manager uploads data to Sistra</li> <li>Class teachers ensure front page of exams is completed in full with raw score, grade, target and rank and write www and ebi comments</li> <li>Year 7 ranking assembly takes place</li> <li>Year 7 parents evening takes place and SLT and DOL meet with key pupil parents before meeting subject teachers</li> </ul>
4 weeks after	Tutor groups and set changes take place	<ul style="list-style-type: none"> <li>New timetables are distributed by DOL at Monday morning registration</li> <li>Class teachers go through exam papers with pupils and pupils set targets for improvements and complete exercise book trackers</li> <li>DOL attends SLT meeting to present MINT analysis</li> </ul>

## **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'.

Table 1

<b>Title of document</b>	<b>Details</b>
Final Rank Assessment	This document details grade, raw score and rank for each subject area. 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.
Effort and homework sheet	This document details effort and homework scores for individual subjects and calculates average scores. It can be used by DOL and form tutors to triangulate with other data (for example SIMS behaviour and achievement points)
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. 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 adaptations 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**

Sisra 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.

## **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 for the cohort all pupils are given an end of KS4 target grade for a range of subjects and a flight path is used to plot target grades for the end of each year. The methodology used is based on data supplied by the DFE and then by working closely with our partner schools we ensure all pupils are set challenging and aspirational targets that will result in pupils making more than expected progress (see SOP for further details).

Targets are reviewed annually to ensure they remain aspirational and if needed may be increased but never lowered.

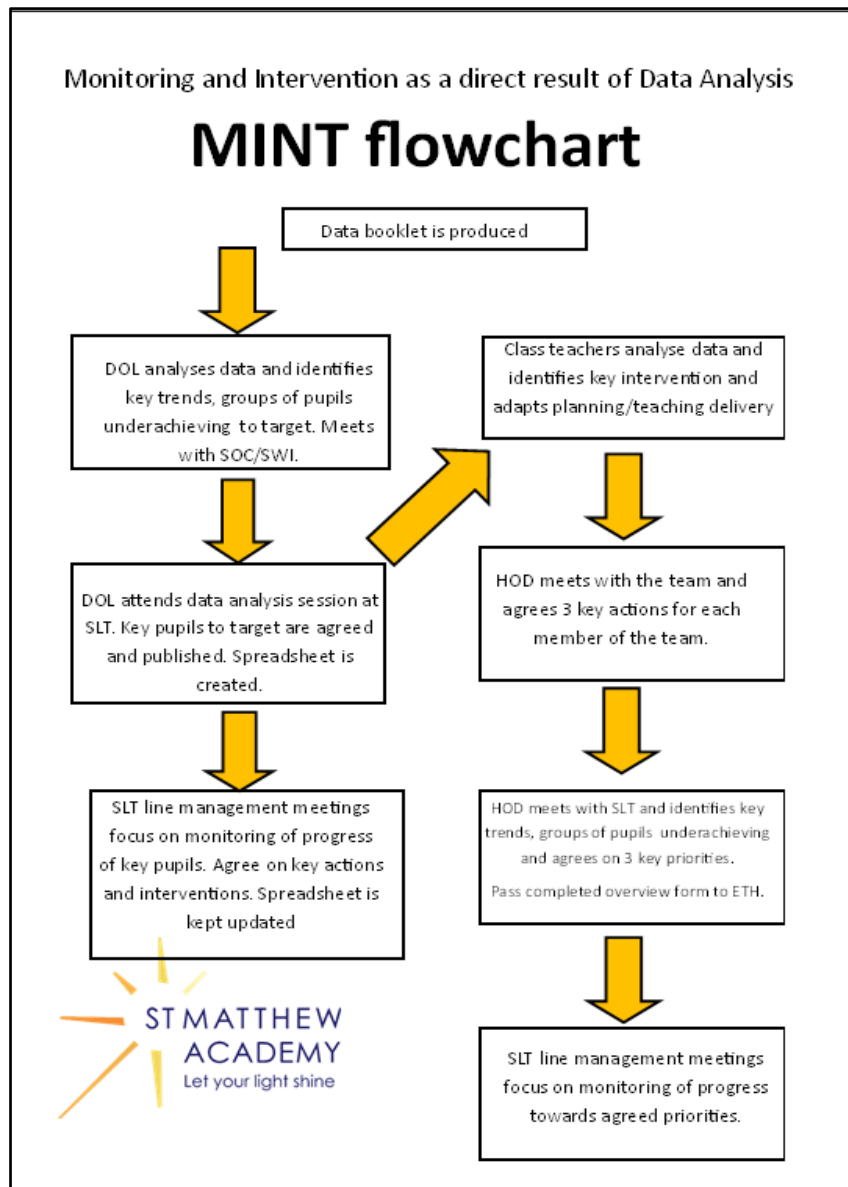
When pupils arrive with no prior data we use their first set of ranking data to set aspirational targets and for these pupils we review their target after each subsequent ranking to ensure they reflect the current attainment and any accelerated progress being made.

## Data Analysis – MINT Monitoring and Intervention (secondary phase)

Carefully 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](#)

An overview of the MINT process is shown below:



## Primary Yearly assessment timetable

Term	Assessment type	Moderation on data required	Pupil progress meeting
<b>Autumn term 1</b>	<p><b><u>A summative assessment test and teacher assessment – ranking tests.</u></b></p> <p>Pupils will complete a summative assessment from the previous academic year to set a baseline for this year.</p> <p>For example Yr 3 pupils will sit the KS 1 SATs paper, Yr 4 will sit the Yr 3 summative assessment examination and so on.</p> <p>The results from the test will be used to guide CT's teacher assessment. Then pupils' current attainment will be inputted into target tracker.</p>	SLT and middle leaders will moderate current progress in books and review pupils' results on assessment tracker.	<p><b>SLT to lead</b></p> <p>Pupil progress meetings to be completed after pupil's books are moderated. Interventions will also be advised during this meeting and will be reviewed on a six week cycle.</p>
<b>Autumn term 2</b>	<p><b><u>Teacher assessment</u></b></p> <p>Teachers will input pupils' current attainment on to target tracker.</p>	Optional depending on data inputted into target tracker or if there is cause for concern.	<p><b>Inclusion to lead</b></p> <p>A review of an interventions in place.</p>
<b>Spring term 1</b>	<p><b><u>A formative assessment and teacher assessment – ranking tests</u></b></p> <p>Pupils will complete a formative assessment to assist them with their teacher assistance.</p>	SLT and middle leaders will moderate current progress in books and review pupils' results on assessment tracker.	<p><b>SLT to lead</b></p> <p>Pupil progress meetings to be completed after pupils' books are moderated. Interventions will also be advised during this meeting and will be reviewed on a six week cycle.</p>
<b>Spring term 2</b>	<p><b><u>Teacher assessment</u></b></p> <p>Teacher will input pupils' current attainment on to target tracker.</p>	Optional depending on data inputted into target tracker or if there is cause for concern.	<p><b>Inclusion to lead</b></p> <p>A review of an interventions in place.</p>



<b>Summer term 1</b>	<p><b><u>A summative assessment test and teacher assessment. – ranking tests</u></b></p> <ul style="list-style-type: none"> <li>• Pupils will complete a summative assessment from this academic year. This will fall a week after SATs so it will be line with all current KS1 and KS2 assessment timetable.</li> <li>• For example Yr 3 pupils will sit the Yr3 summative examination, Yr 4 will sit the Yr 4 summative assessment examination and so on.</li> <li>• The results from the test will be used to guide class teacher's assessment.</li> <li>•</li> </ul>	SLT and middle leaders will moderate current progress in books and review pupils' results on assessment tracker.	<p><b>SLT to lead</b></p> <p>It will be completed after pupils books are moderated, Interventions will also be advised during this meeting and will be reviewed on a six week cycle.</p>
<b>Summer term 2</b>	<p><b><u>Teacher assessment</u></b></p> <p>Teacher will input pupils' current attainment on to target tracker.</p>	Optional depending on data inputted into target tracker or if there is cause for concern.	<p><b>Inclusion to lead</b></p> <p>A review of an interventions in place.</p>

## 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 fill gaps, dispel 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](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? Justify? 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).
- Elicited 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 immediately
- 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 immediately 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 get the correct answer the first time

## Assessing the individual

At times a teacher may want to assess the knowledge and understanding of individual pupils. This is a good idea if upon observation or by listening or asking questions, the teacher is concerned that a pupil 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
<p><i>Lolly Sticks (No hands up)</i></p> <p>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.</p> 	<p><i>Mini-whiteboards.</i></p> <p>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.</p> 
<p><i>Self and peer assessment.</i></p> <p>This is an effective method of assessment if pupils are given clear success criteria beforehand which are discussed with the class and presented in pupil friendly 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.</p>	<p><i>ABCD cards</i></p> <p>These should be used to assess understanding in response to pre-planned multiple choice questions</p> 



Assessment of the individual	Assessment of the class															
<div></div>	<div><h3>Exit Cards</h3><p>A strategy to gauge whole class understanding and how to plan for the subsequent lesson. Also See pupil reflection questions below</p><table><tr><th colspan="3">3-2-1 Activity</th></tr><tr><th>3 Things You Learned</th><th>2 Important Details</th><th>1 Question You Still Have</th></tr><tr><td>1.</td><td>1.</td><td>1.</td></tr><tr><td>2.</td><td>2.</td><td></td></tr><tr><td>3.</td><td></td><td></td></tr></table></div>	3-2-1 Activity			3 Things You Learned	2 Important Details	1 Question You Still Have	1.	1.	1.	2.	2.		3.		
3-2-1 Activity																
3 Things You Learned	2 Important Details	1 Question You Still Have														
1.	1.	1.														
2.	2.															
3.																
<div><h3>Targeted questioning (No hands up)</h3><p>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</p><div></div></div>	<div><h3>True or False cards</h3><p>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.</p><div></div></div>															
<div><h3>Written feedback in books</h3><p>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</p></div>	<div><h3>Traffic lights cards</h3><p>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</p></div>															

**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?

# 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?



# Questioning the SMA Way

## 5 Guiding Principles

1. Treat all thought as in need of development
2. Target your questioning to the ability range
3. Adopt a range of strategies to engage all learners
4. Plan your questions
5. Question the question, question the response



As a general rule, lower-order or factual recall questions tend to be closed, with a single right answer, and are likely to be what, who, when or where. Higher-order are more likely to start with how, why or which, and tend to be open - with a range of possible responses.

### Which questions should you be asking ?

No one type is intrinsically better than another. Lower-order questions, for example, have an important part to play in checking knowledge. But most research suggests teachers ask too many of these basic recall questions and not enough thought-provoking, higher-order questions.

SMA's 5 guiding principles to questioning ensures we focus our questioning to ensure all pupils are encouraged to think deeply and have time to craft more thoughtful and high level responses to questions.

## Best practice at SMA

### Guiding principle 1: Treat all thoughts as in need of development.

Highly effective questioning allows you to deepen and develop understanding . Probing, or Socratic questioning is very effective. SMA teachers should not accept simple or incomplete answers. Digging deep for more is key to Guiding Principle number 1.

All teachers must provoke pupils to think. Every response a pupil gives should be extended and probed in some way. Please see below for some examples of strategies to extend deeper thinking.

Question packs based on Socratic questioning are provided for all staff to use as prompts.

### Questions that probe reasons and evidence

When they give a rationale for their arguments, dig into that reasoning rather than assuming it is a given. People often use un-thought-through or weakly-understood supports for their arguments.

- Why is that happening?
- How do you know this?
- Show me ... ?
- Can you give me an example of that?
- What do you think causes ... ?
- What is the nature of this?
- Are these reasons good enough?
- Would it stand up in court?
- How might it be refuted?
- How can I be sure of what you are saying?
- Why is ... happening?
- Why? (keep asking it -- you'll never get past a few times)
- What evidence is there to support what you are saying?

On what authority are you basing your argument?

That's interesting, what makes you say that?

Is there a different way to say the same thing?

Can you explain how you worked that out?

Really? Are you sure? Is there another explanation?

What is the theme that links all those ideas together?

Does anyone agree with that? Why?

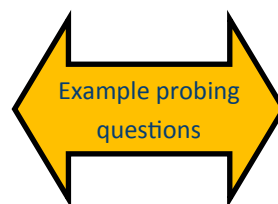
How does that answer compare to that answer?

How did you know that? What made you think of that? Where did that idea come from?

What would be the opposite of that?

Is that a direct cause of the effect or is it just a coincidence, a correlation?

- That's the gist of it... but is could you say that more fluently?



Ask students to repeat their explanation	• Can you just say that again?
Invite students to elaborate	• Can you just say a little more about that ...
Challenge students to offer a reason	• Can you explain why that works?
Cue alternative responses	• Can you suggest another way of doing this?
Support with non-verbal interest	• Nod head, rotate hand to indicate that you want more ...
Encourage students to speculate.	• What would happen if ...?
Make challenging statements	• Someone in this group said ... were they right?
Allow rehearsal of responses	• Try out the answer on your partner first.
Encourage students to ask questions	• Would anyone like to ask Pat a question about that?
Ask students to think aloud	• Can you go through that step by step?
Encourage students to make connections	• Can you remember something else we did like this ...?
Thinking aloud with students	• Let's think this through together ...



# Questioning the SMA Way

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# Best practice at SMA

## Guiding principle 2: Target your questioning to the ability range.

There are many different types and levels of questions ranging from closed to open, from low order to high order. There are times where low order, closed questions are most appropriate to check understanding and prior knowledge. Teachers at SMA ensure they think carefully about who the pupils are in front of them and use a range of strategies to target the questioning to the ability range.

Low challenge

## Using Blooms to level up questioning

### 1) KNOWLEDGE (remembering & retaining)

- What do you know about?
- What can you remember?
- Can you, describe?
- Can you define?
- Can you repeat?
- Do you know when?
- Can you tell me who I which / where / what?
- Can you identify?
- Who, what, when, where, how?
- Describe

### 2) COMPREHENSION (interpreting & understanding)

- Can you describe in your own words?
- Can you tell me how you feel about?
- Can you tell me what it means?
- Can you explain how?
- How is this same / different?
- How is this related I linked to that?
- What is the reason for ...?
- Retell.... In your own words
- What is the main idea of?

### 3) APPLICATION (making use of)

- How could you use this?
- Where does that lead you?
- Can you show me what you mean?
- Would it be the same if...?
- Can you use what you know to 'solve this (new) problem?
- How could you apply what you learned there to this?
- How is .....an example of...?
- How is .....related to...?
- Why is.....significant?

### 4) ANALYSIS (taking apart)

- How would you group / categories these?
- What order would you put these into?
- What are the causes of?
- Why did this happen?
- What are the problems?
- What are the solutions?
- How would you solve these problems?
- What are the consequences?
- How does...compare/ contrast with....?
- Classify... according to.....
- What evidence can you list for...?

### 5a) SYNTHESIS (putting together)

- How might this be different if.
- How else might this have turned out?
- How could you improve / develop that?
- How could you create your own way of?
- What would you predict/ infer from...?
- What ideas can you add to..?
- What might happen if you.....?

### 5b) EVALUATION ~ (judging & assessing)

- Does this work?
- Is it successful and why?
- What would you prefer and why?
- Will it work?
- Is this effective?
- How could this be improved?
- How else could this be done?
- Do you agree?
- What do you think about...? Priorities

High Challenge

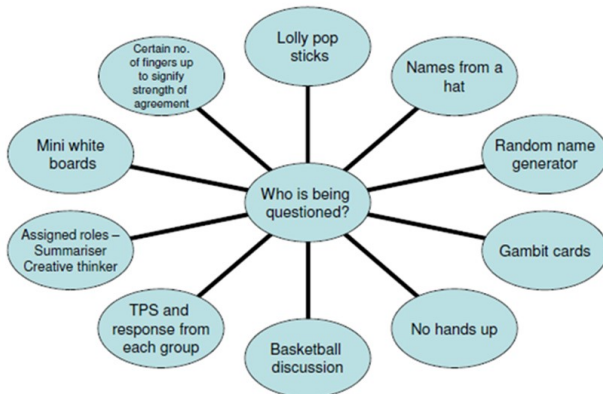
# Questioning the SMA Way

## 5 Guiding Principles

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4. Plan your questions
5. Question the question, question the response



Strategies to spread out your questions:



Good questions: do you ever...?

Give pupils opportunities to teach part of the lesson and take questions from their peers	Operate a "No hands" rule to encourage wider participation and to avoid dominance of talk by some pupils	Encourage pupils to devise questions of their own in order to develop their creative thinking skills	Increase "wait time" after asking a question to allow pupils to formulate a more thoughtful response
Tell pupils not to be afraid to make mistakes and explain that wrong answers can be helpful for learning	Arrange the chairs and tables in your classroom to facilitate paired and group work, e.g. <i>Double horseshoe</i>	Use open questions as well as closed to promote higher order thinking and divergence. (More than one answer)	Increase "wait time" after taking a response to allow pupils to expand and develop an initial comment
Encourage continuation of talk by nodding supportively and/or saying: <i>Tell me a bit more about that</i>	Eavesdrop on pupil dialogue, noting down key phrases and comments to share with the group during the plenary	Model active listening skills, e.g. eye-contact, supportive nodding and so on	Encourage pupils to build on or challenge one another's comments, keeping your own comments to a minimum

# Best practice at SMA

## Guiding principle 3: Adopt a range of strategies to engage all learners.

Often during questioning the same pupils are targeted time and again, the same pupils raise their hand and participate deeply in discussion and responding to questions.

The SMA way is to engage all learners through creative and diverse questioning strategies. This includes 'no hands up' sessions, random name generation, pupil question generation sessions, think pair share and pose, pause, pounce, bounce.

Question grid

Is? Does? Present

Did? Past

Can? Possibility

Could? Probability

Will? Prediction

Might? Imagination

Second

What? Event

Where? Place

When? Time

Who? Person

Why? Reason

How? meaning

First

Journey to deeper questioning

Task- Look at this image- Write a question about the image. Use a FIRST stem then a SECOND one. Challenge yourself- Write questions on paper on table. Discuss in your groups.

Question stem example

1. Pose



2. Pause



3. Pounce



4. Bounce



## Questioning the SMA Way

### 5 Guiding Principles

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## Top planning tip

When planning questions for a lesson always start by asking yourself 'What is the purpose of this question?' Think carefully about the questions you plan for and how this links in with the learning objectives and outcomes.

### PURPOSES OF QUESTIONING

Specifically, why do teachers ask questions? Here are some of the reasons:

1. To interest, engage and challenge the learners;
2. To check on prior knowledge;
3. To stimulate recall and use of existing knowledge and experience in order to create a new understanding and meaning;
4. To focus thinking on key concepts and issues;
5. To extend learners' thinking from the concrete and factual to the analytical and evaluative;
6. To lead learners through a planned sequence which progressively establishes key understandings;



## Best practice at SMA

### Guiding principle 4: Plan your questions.

Questioning is the strongest tool at a teacher's disposal as it teaches students how to think. SMA teachers are highly effective questioners and explore a range of creative and diverse ways to engage pupils in deep thinking. Taking time to plan the key and big questions for each lesson is vital to ensuring the questions we ask hit the right spot. All SOW and PPT's should include planned and targeted questions to support lesson delivery.

LC: To show an understanding of CUBISM through research and practical work So that we can LO: Develop our work in this style and also develop our painting skills.

**Key questions:**

**Easy**

- What colours can you see?
- What shapes can you see?
- What is happening in this painting?

**Hard**

- How can you see that Picasso has looked at different viewpoints in this painting?
- How does the woman feel? How can you tell?
- Can you attempt to add ADJECTIVES to each of the circles on your independently?

**Weeping woman by Picasso**

Extension- Challenge yourself: Can you write two sentences which answer the last two questions on your sheet independently using the key words below accurately?

Key words: ANGLES VIEWPOINTS PERSPECTIVE SAD DISTRESSED STRONG COLOURS EMOTION HARD LINES ABSTRACT (TOP WORD!)

Ask pupils to select a question from the 'box'

Take the time to think about the type of question needed at different points of the lesson.



# Questioning the SMA Way

## 5 Guiding Principles

1. Treat all thought as in need of development
2. Target your questioning to the ability range
3. Adopt a range of strategies to engage all learners
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5. Question the question, question the response



# Best practice at SMA

## Guiding principle 5: Question the question, question the response.

Questioning should take place throughout all points of the lesson, it should be a constant dialogue between pupil and teacher and pupil to pupil. The SMA way is for all teachers to question pupils responses and provide many opportunities for pupils to generate the big questions of the lesson. All teachers should aim to have occasions where students question the questions. For example, the question 'Why did Shakespeare write about Othello losing control?' could lead to the following questions: 'What is losing control? What is Shakespeare trying to say about losing control?'

Use these questions to probe deeply and challenge pupils responses.

BUILD CONFIDENCE	<p>Why is that true?</p> <p>How did you reach that conclusion?</p> <p>Does that make sense to everybody else?</p> <p>Can how me how you came up with that?</p>
DEVELOP REASONING	<p>In what ways is that true for all cases?</p> <p>Are there any alternatives?</p> <p>How would you PROVE it beyond doubt?</p> <p>Are you making any assumptions?</p>
CHECK PROGRESS	<p>When and why did you decide to do it this way?</p> <p>What more do you understand about this now?</p> <p>What have you noticed since you started doing this?</p> <p>How much has your confidence increased since you started working on this?</p> <p>What do you need to next?</p> <p>How close to your goals are you now?</p>
THINK COLLABORATIVELY	<p>What do you think about what (x) said?</p> <p>Do you agree with (x); why/ why not?</p> <p>Does anybody else have the same answer but a different method as you?</p>



## Responding to pupils' questions

Analyse the question ~ What do you mean by...?

Rephrase the question ~ Are you saying ...?

Turn the question back to the pupil ~ What do you think?

Ask a supporting question ~ I wonder whether ...?

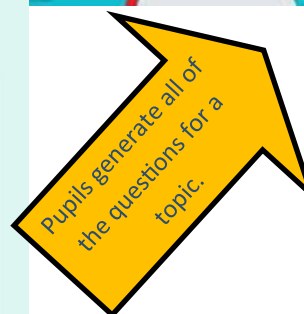
Suggest a line of enquiry ~ Perhaps we could ...



## Teaching others - Practical strategies

### Snowballing

- Once students have thought of the answer, they pair and share ideas
- They then join with another pair and each take time sharing their answer and asking questions of each other
- Can go on and on...(if appropriate) before feeding back



## SMA Values

Respectful   Honest   Kind  
Understanding   Helpful

# The SMA Way

## SMA Learning Characteristics

Aspiration   Versatility   Persistence  
Collaboration   Independence

Excellent subject knowledge

Modelling

Deliberate Practice

Challenge

# DELIVER

Questioning

Explanation

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.

# CURRICULUM VISION

## 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 *learning and wide-ranging enrichment opportunities* including visits from experts both

## WITHIN AND BEYOND THE CLASSROOM

## INNOVATION

To develop pupils who are innovative problem-solvers are forward thinking and are adaptable to **NEW TECHNOLOGIES**

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

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

# Seven steps to GREAT Lessons

Principle	Ambition	What does this look like in practice?
<b>Excellent Subject Knowledge</b>	SMA teachers are able to teach their subject with <b>PASSION</b> and <b>CONFIDENCE</b> .	Teachers are excited and passionate about what they are teaching and pupils have a sense of <b>AWE</b> and <b>WONDER</b> about their learning.
<b>Challenge</b>	Teachers and pupils have <b>HIGH EXPECTATIONS</b> 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.
<b>Explanation</b>	Pupils are able to <b>ACQUIRE</b> 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.
<b>Modelling</b>	Pupils <b>KNOW</b> 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.
<b>Deliberate Practice</b>	Pupils have <b>TIME</b> 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.
<b>Questioning</b>	Pupils are made to think <b>HARD</b> 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: <ul style="list-style-type: none"> <li>To test understanding</li> <li>To deepen and develop understanding</li> <li>To sow the seeds of rich discussion</li> </ul>
<b>Feedback</b>	Pupils <b>KNOW</b> 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 SMA Way

## 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**, this 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.