Teaching, Learning and Assessment 2024/25

Teaching and Learning Aims:

- To provide a **safe and secure** learning environment which is **welcoming and engaging** for **all students.**
- To develop an agreed set of practices and a **shared language** around teaching and learning using the Digitech Teaching and Learning Framework.
- To develop an approach that is informed by the best available **evidence, using research** outcomes to select strategies which are most likely to improve **pupil attainment**
- To develop **teacher autonomy** through high quality long- and mid-term planning that is then **adapted to meet needs.**

Planning

As part of their planning, teachers should refer to the following documents:

- Course specification
- Long term plan (course outline and assessment plan)
- Medium term plans

Lesson Planning

Individual lesson planning at Digitech adapts the long- and mid-term plans to the specific needs of classes and students. The below 'I do, we do, you do' CLF teaching framework is part of our shared language around lesson planning.
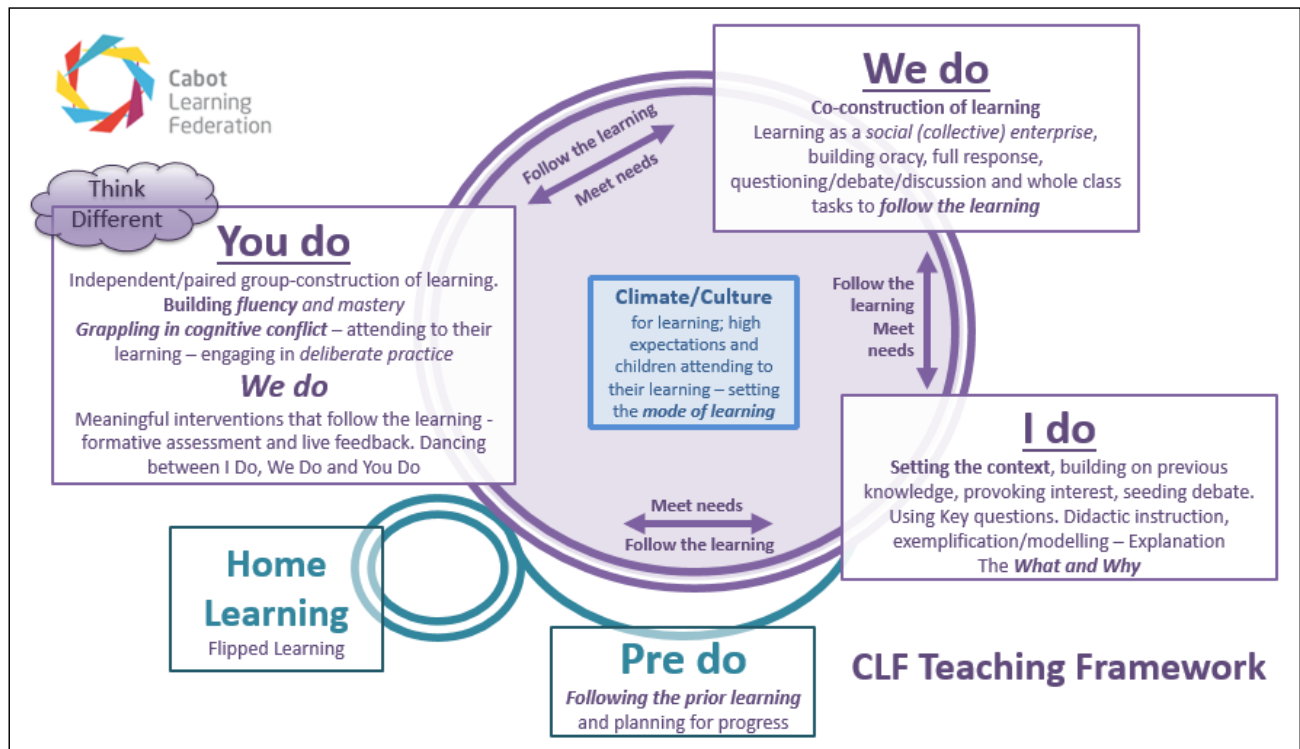
Digitech Teaching and Learning Framework

At Digitech Studio School teachers are subject experts, they have strong subject and specification **knowledge** to support their teaching. Student success in the classroom is underpinned by supportive **environments** and the strong **relationships** we build with students. **Explanations** within lessons are clear and include modelling so that knowledge can be constructed. **Practice** ensures that this knowledge sticks. We **check for understanding** often and provide **feedback** to praise, challenge, and guide future actions. We value the **key skills** of literacy, oracy and mathematics and we facilitate the development of these. We know our students and **adapt** our teaching to meet their needs and follow their learning.

The below image summarises our teaching and learning strategies within the classroom. These are based on evidence around supporting groups which historically underperform and form the basis of our teacher peer coaching.
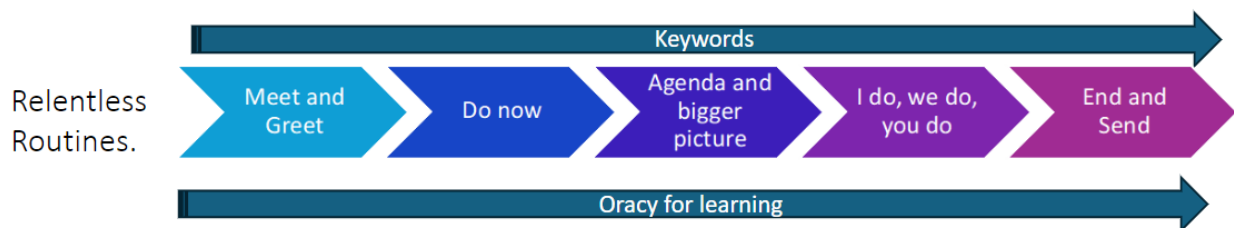
1. Explanation
2. Checking for Understanding
3. Adaptive Teaching
4. Feedback
5. Skill Development
6. Practice

To read more detail for each on each of these strategies click here: <u>Teaching and Learning Framework</u>

Routines

The below image summarises classroom routines expected at Digitech.

Modes of Learning

Modes of learning are a shared language for communication of classroom expectations between staff and students and are to be used in all classrooms. Students are to be made aware of the learning modes for the lesson when sharing the agenda and regularly referred back to during transitions within the lesson. The six learning modes are summarised in the image below:

Assessment and Feedback Aims:

This policy details how assessment and reporting works at Digitech. It documents who is responsible, the frequency of assessments and report and the general principles underpinning marking and feedback.

- To identify gaps in students' prior knowledge and plan teaching to build on learning.
- To ensure that teachers are equipped to make well-informed judgements about student attainment, understand the concepts and principles of progression, and know how to use assessment judgements to plan, particularly for students who are underperforming.
- To ensure that students are clear to what they must do to improve.
- To ensure that parents/carers are informed about the progress their child is making.

Assessment Cycles

The school assessment calendar indicates CLF wide formal assessment points, progress review dates and internal examinations for core subjects. Option subjects have a bespoke assessment plan.

Assessment cycle data will allow tutors, teachers, leaders and parents to gain an understanding of the progress each student is making and enable interventions to take place.

Feedback

Teachers should ensure that:

- Feedback given is timely, appropriate and constructive; the student understands what the teacher is saying about their work and is given an imperative action for development.
- Feedback challenges students to produce excellent work and poor-quality work is challenged and where this persists, parents are informed.
- Students respond and make a change to their work (DTT/DIRT) that leads to further improvements.
- Substantial pieces of work are assessed against Awarding Body marking criteria.
- The criteria used are clear.
- Feedback given is appropriate to the task (see suggested strategies below)

Feedback Strategies

Teachers will make use of the following strategies as appropriate, in order to make sure that feedback is appropriate to the task and subject:

- **Individual live feedback.** This can be oral or written.
- **Work ticked or initialed.** Enough live, oral feedback takes place during lessons for this to be all that is required for most students to have achieved a fair level of understanding.
- **Whole class live feedback.** Going through work during the lesson, talking about processes and answers, discussing and reviewing learning and any misconceptions.
- **Whole class feedback.** General feedback given to the class after work has been reviewed by the teacher. Targets may be set for students to action.
- **Self-assessment.** Closed exercises or sums requiring ticks or crosses are marked by the student while the teacher goes through each question. Giving students fewer of these types of question allows time to go through them together.
- **Peer-assessment.** Students can be trained to identify successes and improvement needs, with control gradually handed over from teacher to student.
- **Assessment for learning.** Assessment activities are planned with the intention of informing the next steps in the students learning.
- **Question Level Analysis.** These breakdowns are provided to students as feedback following mock examinations. Actions are suggested for areas identified as needing improvement.
- **Written individual feedback.** Pieces of work marked more thoroughly by the teacher. The model suggested is to focus on pointing out success and improvement rather than mark every error. Imperative actions should be given and lead to the student showing improvement to their

work/understanding. The suggested codes below can be used to assess written work for spelling, punctuation grammar and structure:

Marking Codes

Symbol	Literacy Correction	Action
Sp	**Spelling error**	Ensure that you provide the correct spelling above or in the margin. Only correct the first 10 spelling errors on a piece of work.
P	**Punctuation error or missing.**	Adapt for missing commas, apostrophes etc.
C	**Missing capital letter or incorrect use.**	Capital letter required. Add capital letters for names or at the start of sentences

Presentation

High quality presentation is expected in all areas, as such teachers should promote:

- Use of black pen for written work unless a different instruction is given (this is to ensure that students are fully prepared for the exam procedure).
- Use of pencil for diagrams unless a different instruction is given.
- Use of headings and sub-headings which are underlined with a ruler.
- Self-correction, using an eraser for work in pencil, or neatly crossing out work in pen.
- Work on paper being carefully filed or stuck into the appropriate book.

Records of Assessment

All teaching staff must maintain an accurate, current record of assessment outcomes for the students in their group/s at the assessment points planned on the school assessment calendar. These marks should be kept in the mark book provided on Bromcom.

Teachers will be provided with a class level data report in order to identify students who may be 'at risk' of underachieving or not completing their course for a variety of reasons. These reports will be discussed in line management meetings and key actions agreed.

Teachers delivering courses with a coursework element must use a tracker document that is shared with line managers and is updated regularly, involving the students in the process.

Teacher Standards

Quality assurance of teaching, learning and assessment will take place throughout the year in a variety of formats. Support/monitoring will be used to address any issues. Should a teacher's standards of assessment and feedback continue to fall below the expectations outlined in this policy further support and careful monitoring will be provided in line with the school's capability procedures.