Teaching, Learning and Assessment

Teaching and Learning Aims:
- To provide a safe and secure learning environment which is welcoming and engaging for all students.
- To develop teacher autonomy through high quality long- and mid-term planning that is then adapted to meet needs.
- To develop an agreed set of practices and a shared language around teaching and learning.
- To develop teaching and learning through coaching.

Long/Mid-Term Planning and Intelligent Sequencing

The below framework of 'ingredients' is used by teachers when creating long- and mid-term plans.

| Ingredient	What this means and looks like
Learning intentions	Learning intentions are linked to exam specifications.
Sequencing/ interleaving	There is a logical order of learning intentions leading to sequenced activities within lessons that allow students to build their learning. Opportunities are created to revisit older learning in order to interrupt forgetting and consolidate understanding of past topics and lessons.
Do Now	Each lesson begins with the 'Do Now' slide. This is likely to be a low-stakes quiz to test students' ability to recall critical knowledge or one of the oracy strategies. Data from the 'Do Now' is used to adjust teaching appropriately.
Scaffolding	Appropriately challenging learning is planned and scaffolded to allow all students to create impressive work. Contextual information about students (MINT) is used to support planning.
Knowledge retention and retrieval	Regular, low-stakes, testing is a feature of lessons so that students participate in the act of retrieving knowledge. Knowledge organisers are actively used.
Literacy and oracy	Planning explicitly builds in opportunities to develop literacy and oracy (in line with the Literacy Policy) when appropriate. Opportunities for full response and extended writing are a feature of lessons. Excellent presentation is taught and expected.
Formative assessment	Teachers are clear which piece/s of work they will provide feedback on across their mid-term plans. Opportunities for redrafting and improvement are included (DIRT). Within lessons teachers consider how they will check students' understanding and how they will respond to this assessment information. They anticipate where they may need to intervene.
Employer links	Opportunities to engage with employers are part of long-term plans (option subjects).

Planning and Course Files

As part of their planning, teachers should also create a course file which is shared with students and should consist of:

- Course outline (long-term plans)
- Mid-term plans
- Assessment cycle (details of exams/deadlines)
- Tracker/Personal Learning Checklists (PLCs)

- Knowledge organisers
- Exemplars (option subjects)
- Cohort profile (**teacher only**)
- Links to resources (Seneca, Hegarty, revision guides etc.)

Lesson Planning

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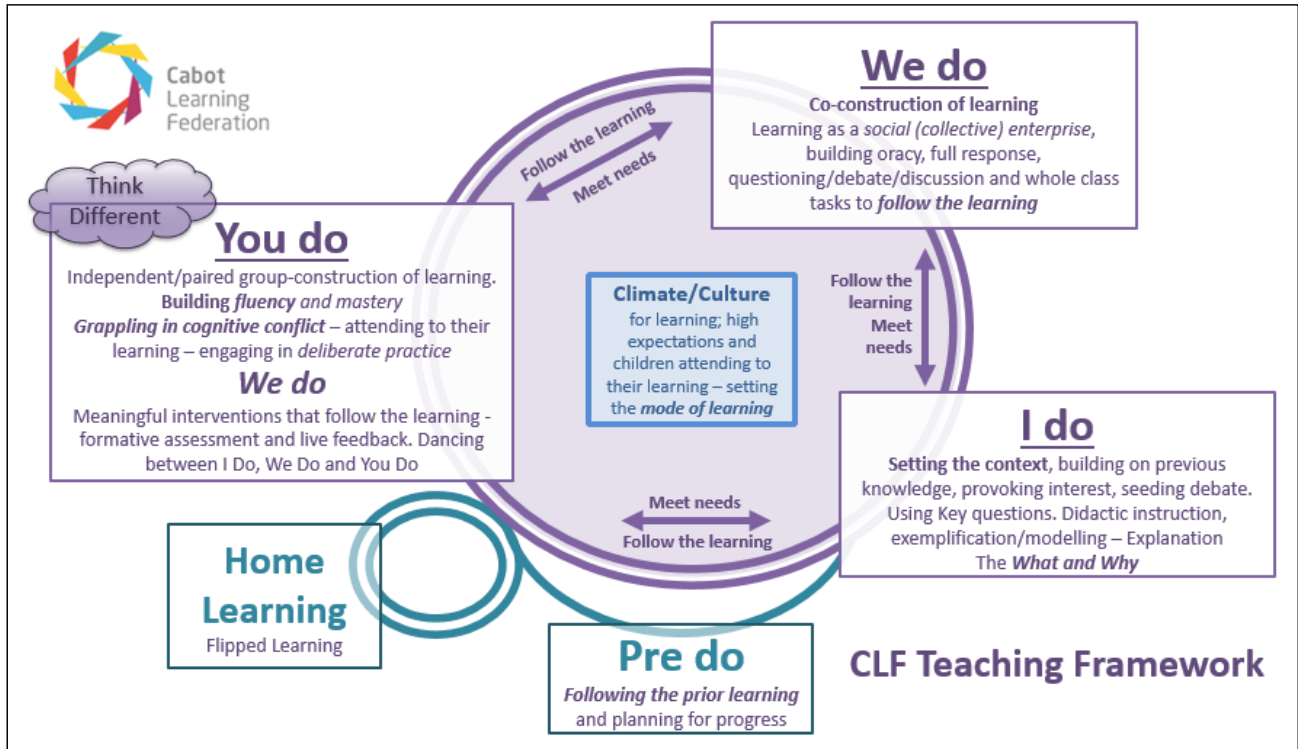
Teaching and Learning Strategies

The below pedagogy tiles describe our teaching and learning priorities. These strategies are based on evidence around supporting groups which historically underperform. They form the basis of our teacher coaching.

Ur	URGENCY is evident. Teachers care about quality and depth of learning in good time (not pace).	**Tl**	TALK FOR LEARNING strategies are used to build confidence and support writing.	**Qn**	QUESTIONS are asked to more students in more depth. Questioning develops articulacy, accuracy and depth of thinking.
Ro	ROUTINES are used. There is consistency in procedures.	**Fr**	FULL RESPONSE is insisted upson for both written and spoken answers.	**As**	ASSESSMENT of learning is linked to exam specifications/checklists, and supports teachers' knowledge of student attainment.
Mn	MEETING NEEDS - the needs of the cohort, class and individuals are met through planning.	**Kw**	KEYWORDS are explicitly taught and used as part of Full Response.	**LST**	LOW STAKES TESTING is used regularly to provide teachers with live data and build student knowledge.
Sc	SCAFFOLDS are temporary supports which assist learning. They are used to build confidence but are gradually withdrawn.	**Fb**	FEEDBACK is specific, imperative, and results in student action.	**Re**	RETEACH uses data and revisits key concepts that students have not yet grasped.
Mo	MODELLING shows students the steps, sequence, or process, and models top grades.	**Lf**	LIVE FEEDBACK is given to individual students, or to the whole class using the visuliser.	**Qw**	QUALITY WORK is seen in students' books, portfolios and exhibition work. It is a strong barometer of the quality of teaching.
				Rd	REDRAFT is used to consolidate learning and create a culture of excellence.

Teaching at Digitech is shaped by Rosenshine's Principles of Instruction.

Reviewing Material

Rosenshine's Principles of Instruction

Questioning
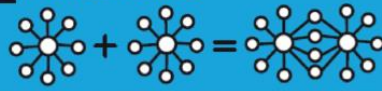
Sequencing Concepts & Modelling

Stages of Practice

The below image represents lesson routines used at Digitech.

Relentless Routines: Meet and Greet → Do Now → Agenda and Bigger Picture → Key Words → I do, We do, You do → Oracy – talk for learning → End and Send

Assessment and Feedback Aims:

- 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 ahead, particularly for students who are underperforming.
- To ensure that students know 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.
- Students respond to feedback through Dedicated Improvement and Reflection Time (DIRT) which is built into lessons and assessment cycles.
- Poor quality work is challenged and where this persists, parents are informed.
- Substantial pieces of work are be assessed against Awarding Body marking criteria.
- Guidance is given to students who miss lessons in order for them catch up. It is the student's responsibility to catch up on the work missed.
- 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:

- **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:

Code	
Sp	Spelling error – ensure that you provide the correct spelling above or in the margin. Only correct the first 10 spelling errors on each piece of work.
C	Capital letter required.
//	New paragraph required here.
?	This sentence/section is confusing and needs explanation or revising.
⊙	Missing full-stop. Adapt for missing commas, apostrophes etc.
T	Incorrect tense.
G	Poor use of grammar.

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 in to 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 at the start of the year on SIMS.

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 accessible on the staff shared drive and is updated regularly.

Teacher Standards

Line managers and coaches will monitor the quality of teaching, learning and assessment through regular monitoring procedures such as work scrutiny, coaching, internal subject reviews (ISRs) and deep dives. 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 through an ITAP and careful monitoring will be provided, by the line manager, in line with the school's capability procedures.