

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.

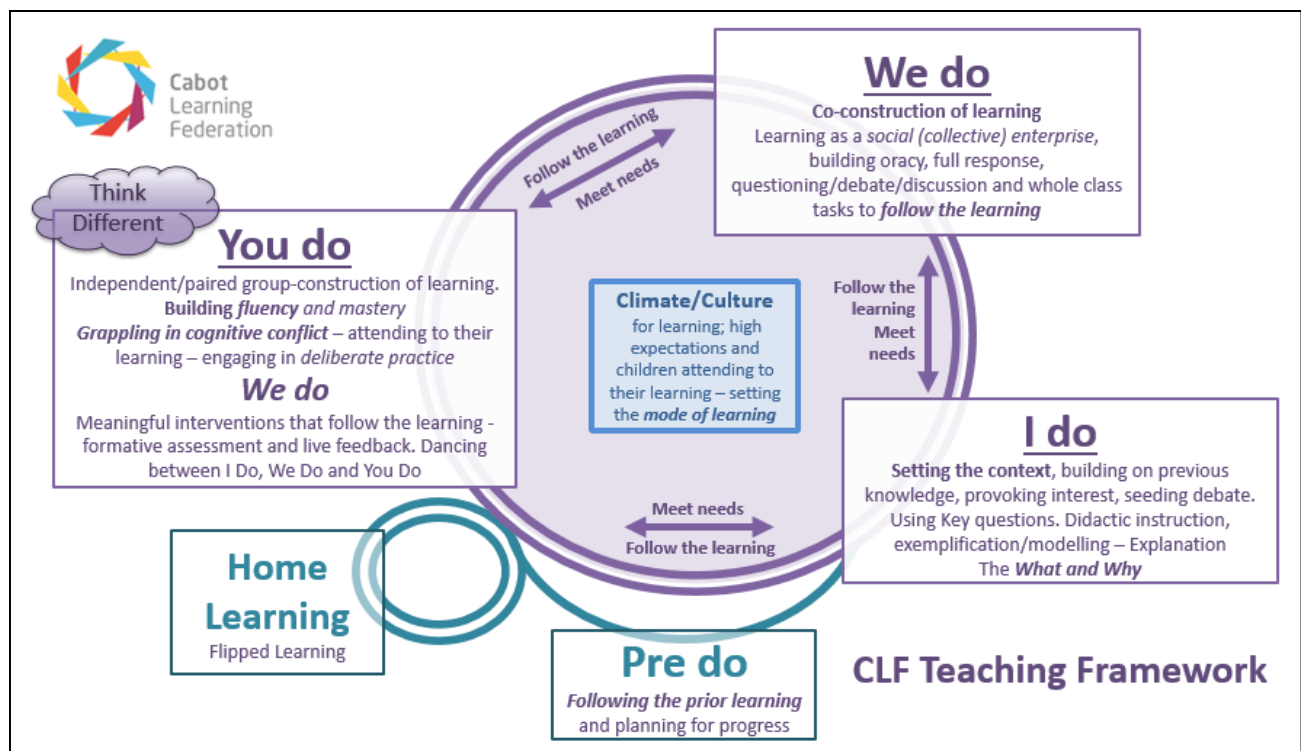
Planning

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

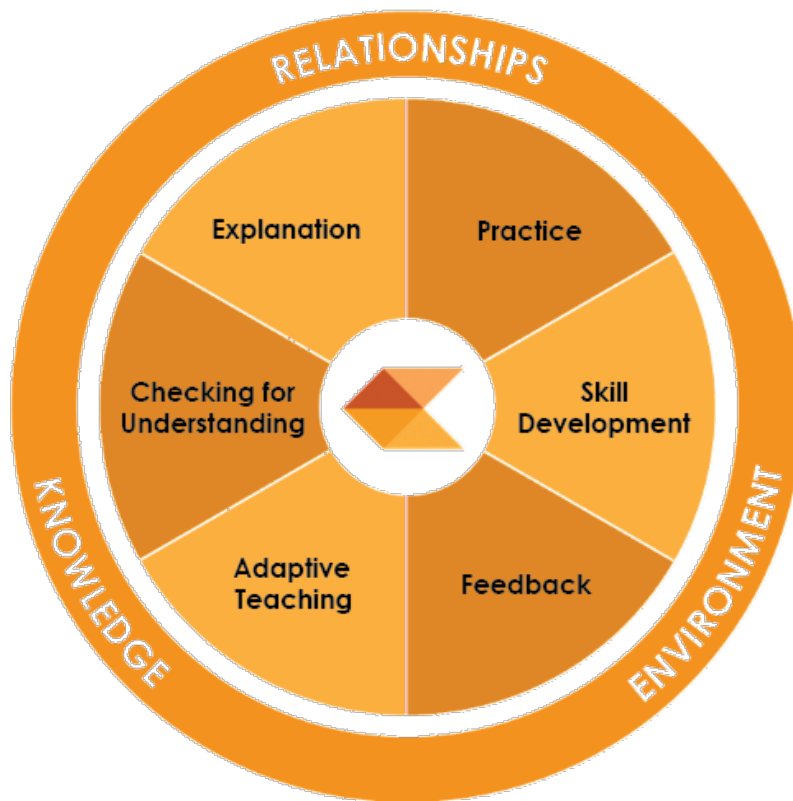
Individual lesson planning at Digitex adapts the long- and mid-term plans to the specific needs of classes and students. The below 'I do, we do, you do' CLF teaching framework is part of our shared language around lesson planning.



Digitex Teaching and Learning Framework

At Digitex 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. Our suite of **universal provisions** are at the heart of everything we do to ensure the needs of all students are met. In addition, **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 images summarise 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 refine and reflect cycles.

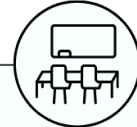


To read more detail for each on each of these strategies click here: [Teaching and Learning Framework](#)

THE
Digitexh
OUR APPROACH
UNIVERSAL
PROVISIONS

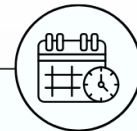


CLASSROOM ENVIRONMENT



- Low-stimulation environment (clutter free/clear spaces)
- Displays are thoughtful, simple and framed
- Where possible natural lighting and blinds are used to avoid glare

ROUTINES



- Entry routine, including meet and greet
- Strategic seating
- Lesson agenda shared including learning modes
- Advance notice of change, including for transitions e.g. time limits
- Exit routine

TEACHER EXPOSITION



- Clear, concise instructions/explanations with key points repeated
- Instructions given in verbal and written form
- Understanding of instructions/explanations checked
- Explicit teaching of key vocabulary
- Use of visual aids
- Content/tasks broken down into manageable steps
- Use of scaffolding/modelling
- Slides/worksheets are uncluttered with sans serif font (min. size 18 for slides and 12 for worksheets), slides use dark text on light (not white) background
- Specific adaptations used

Routines

The below image summarises classroom routines expected at Digitech.



**Relentless
Routines**



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:



Modes of Learning



Quality Audience

- Stop what you are doing including computer use
- Actively listen to the speaker
- No talking over the speaker



Exam Conditions

- Complete silence
- No communication (verbal or visual)
- No teacher help



Independent Working

- Majority of the time working silently on your own
- Can quietly ask neighbouring students for help
- Hands up for teacher help



Silent Working

- Complete silence
- No communication (verbal or visual)
- Hands up for teacher help



Working With Others

- Teacher chooses the grouping
- On task conversations
- Follow Class Discussion guidelines



Class Discussion

- Speak clearly and give reasons for what you say
- Actively listen to the speaker
- Value every voice by treating contributions with respect
- Encourage everyone to contribute
- Be prepared to change your mind

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.
- Poor quality work, or work that is poorly presented, is challenged and where this persists, parents are informed.
- 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 verbal or written.
- **Work ticked or initialed.** Enough live, verbal 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. This may look different depending on the nature of the course.

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.
//np	New paragraph required here.
? ~	This sentence/section is confusing and needs explanation or revising.
Ø	Missing full-stop. Adapt for missing commas, apostrophes etc.
T	Incorrect tense.
Gr	Poor use of grammar.

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.

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.