



Teaching, Learning and Assessment Policy

Crowdys Hill school values and ethos

We value equality. We believe that all pupils should have the best education that allows them to access all activities, participate fully in school life, and achieve their goals.

We value education. We believe that learning is essential for a happy life. Learning should not stop due to age, ability or achievements.

We value collaboration. We believe that the school community should work harmoniously with each other. We believe that the school community should be part of the local community and beyond.

Our motto is '**Learning for life**'

Learning to enable us all to live our best lives, and learning throughout our lifetime.

Our ethos is to ensure that all members of the school community have the tools they need to carry out their roles successfully, becoming a valued member of the school. Whether these are the teachers having the expertise to perform to high standards, caretaking staff having the knowledge needed to maintain the safety of the school, teaching assistants understanding the needs of individuals, or pupils learning how to regulate their emotions to be able to access learning.



Rationale

To set out the ethos of our school and the expectations for our teachers, instructors and teaching assistants.

To set out the aims for our pupils, from the start to the finish of their journey with us.

To ensure that assessment processes are clear for staff to follow.

To ensure that assessment is used to identify gaps in learning, and for planning lessons.

To ensure that assessment is integral to high quality teaching and learning.

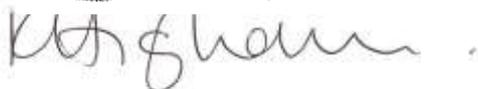
Audience: Teachers, Instructors, Teaching Assistants, Supply teaching staff

Review: Every year

Approval by the Governing Body on September 2021

Signed: 

Chair of Governors

Signed: 

Headteacher

Review date: September 2022

Classroom expectations

All sessions will have evidence of:

Intent: Detailed medium term planning- showing a sequenced, progressive scheme, led by EHCP outcomes. Objectives will be clear and pupil focused. Opportunities for challenge and support evident.

Implementation: Access for all, building on starting points. Repetition, chunking, retrieval skills. Contextualising and generalising. Communication is valued, developed and explored at all levels. Literacy standards are the same across subjects, teachers, and activities.

Impacts: Pupils reach their goals, at any stage of their education, e.g. participation, socialization, independence, employment. Good attendance and participation in school life. As independent and employable as they can be.

Pupils will be part of their communities, whether that is school, local neighbourhood, or beyond.

Building resilience

1. Building resilience through a whole school Thrive approach. Developing strategies to overcome barriers, celebrate struggles, and bounce back. Supporting each other in class.
2. Through effective teaching, research and evaluation. A school needs to self-evaluate at every level.
3. Through modelling English and communication skills, at every opportunity. Regular staff training on supporting communication from the SALT team ensures we are up to date with new strategies.

Classrooms will:

Have readily accessible equipment for pupils to use.

Be Autism friendly- In line with AET 'Environment' framework.

Be welcoming and have positive atmosphere.

Have displays of pupil work

Be adapted to the sensory and physical needs of the pupils

Expectations of pedagogy

We want all of our pupils to be able to live and work as independently as they can, and live a fulfilling life. This is evident through our whole school Learning for life ethos.

Here at Crowdys Hill School all of our teachers and instructors to follow the teacher guidelines as set out by the Department for Education. This is monitored through quality assurance processes termly, and through the performance management processes. (see Up to date Teachers Standards Pay and Conditions Document for details).

In addition, as SEND teachers with SEND allowances, we expect all of our teachers and instructors to:

- Ensure all pupils can access their lessons at all times, through thorough knowledge of pupils' needs and differentiated planning.
- Ensure that all medical and physical needs are supported, through knowledge and keeping up to date with changes.
- Ensure that all other needs are supported through knowledge of pupils and knowledge of disabilities and how this can be a barrier for their learning.
- Keep up to date with SEN knowledge, through self study and attending courses.
- Be able to access EHCPs and use for planning

Most of our teachers and instructors are tutors. Please see appendix B – Role of the Tutor

Expectations of Teachers and Teaching Assistants

Please refer to appendix D for a summary of planning expectations.

Roles and responsibilities for teachers and teaching assistants to work effectively together.

The teacher is responsible for the teaching and learning of all pupils in their classes. This is supported by the Teaching Assistants in the classroom.

The teacher is responsible for ensuring that all pupils can access the lesson successfully; and should ensure that the teaching assistants are aware of the needs of all pupils in their classes.

The teacher is responsible for ensuring the teaching assistants know what is expected of them whilst in the classroom.

The teacher should try to ensure the teaching assistant knows how to move the pupils on to the next step. Planning will be displayed in the classroom for all reference.

The teaching assistant should ensure they know the needs of the pupils, and ask advice from the teacher if they haven't worked with the pupil before. All pupils have up to date pupil profiles for guidance.

The teaching assistant should use questioning techniques to ensure the pupil they are supporting understands the concepts/ tasks before moving them on.

Teaching assistants should not be asked to:

- Photocopy during lesson time
- Prepare worksheets or booklets during lesson time
- Work with pupils/ pupil throughout the lesson without instruction from the teacher
- Find work for pupils to do
- Work with the same pupil for each lesson
- Work outside with a pupil without regular checks from the teacher

Teaching assistants should be:

- Working with pupils in lessons
- Working under the guidance of the teacher
- Helping with differentiating tasks, through support
- Supporting the teacher to ensure all pupils can access the lesson, eg. Through supporting practical activities
- Ensuring the medical needs of the pupil are met in the lesson
- Supporting a variety of pupils

Recommended strategies for teaching assistants, taken from Making best use of teaching assistants, guidance report. Sharples, J. Webster, R. Blatchford, P. EEF, 2015

Avoid:

- Repeating what the teacher said
- Spoon feeding
- Closed questions, ie. Yes/ no
- Rushing
- Aiming for completion at the expense of understanding

Try:

- To encourage the pupil to talk about the task
- Check the pupil knows the sequence of learning steps
- Discuss the pupil's views and understandings with them
- Use of whiteboards to help with sequencing, visual difficulties, and literacy

The deployment of teaching assistants in the classroom is the responsibility of the teacher.

The deployment of teaching assistants across the school is the responsibility of their line manager, who will deploy teaching assistants to areas based on the following priorities: Medical and physical needs; emotional needs; practical activities and trips; dynamics of groups; and classroom needs.

For additional Role descriptors please see appendices

- The role of the UPS Teacher
- The role of the Tutor
- The role of the Subject coordinator

Assessment processes

Assessment provides the basis:

- For acknowledging achievement (academic and personal)
- For planning and learning
- For recording experience, developing knowledge and skill
- For reporting a range of purposes

Our method of quantifying progress through assessment:

The main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning to support progression.

Our descriptors are short, discrete, qualitative and concrete descriptions of what a student is expected to know and be able to do with clear links to life skills and individual EHCP targets.

Assessment criteria are derived from our school curriculum, which is composed of;

- the National Curriculum, with amendments that allow us to better meet the needs of our pupils,
- Individual EHCP targets that focus on developing functional skills and essential life skills.

The achievement of each pupil is assessed against individual targets. These targets are specific to individual needs and tailored around EHCP targets. Evidence of progress is recorded on a day to day basis and formally reported 3 times a year via Evidence for Learning.

- Assessment judgements are made regularly throughout the term as outcomes/targets are met. Planning is based around subject specific criteria and EHCP outcomes.
- Formal data assessment judgements are recorded on Evidence for Learning. These judgements are supported by evidence in class books or created using Evidence for Learning. This evidence can be pupil work, photographic, video, teacher observations in the classroom and out in the community and/or

written and formally assessed. Photographic/video evidence capture on Evidence for Learning is used where evidence cannot be shown in books.

- Data is readily available for reporting and analysis at any point in the academic year but is formally analysed 3 times a year, at the end of terms 2, 4 and 6.

Assessing pupils' learning progress

Our pupils often have spiky learning profiles, which means they will have strengths and weaknesses within a topic or subject, or across the school. Our assessment system, Evidence for Learning, supports an Inquiry-based approach to education and provision, that allows all stakeholders involved in the learning and development of our students, to quickly and easily gather photo and video evidence, linked to the individual's learning goals as well as any key skills frameworks.

This enables us to tailor our curriculum to meet the specific needs of each student as identified in their EHCP. We capture the small steps of progress that our pupils make and record this to build a bigger picture.

All our assessment evidence is live and can be accessed and analysed easily. Teachers record assessment judgements/evidence against subject specific criteria and EHCP targets. Progress can be monitored across different cohorts or as individuals.

The pupils at Crowdys Hill School have full exposure to the National Curriculum subjects, from Early Years Foundation Stage to Key Stage 4, and in Key Stage 5 they have opportunities to study vocational courses along with functional mathematics and English. We offer Entry Level, GCSE, and Level 1 courses. Every pupil is unique and the education pathway they follow reflects this. Some pupils, although unable to access GCSE can still make progress by extending the breadth of opportunities at their accessible level.

Marking and feedback expectations

Books/ folders

- Books should contain pupil work which shows progression of subject and/or learning
- Books- it is useful to have EHCP outcomes and/or subject targets in the inside front of books or at the start of new topics or terms. Targets and next steps can be highlighted to allow other adults or CYP to use them.
- Books should have sticker on front stating reading and comprehension ages; Blank levels
- EHCP and EFL stickers can be used to signpost work linked to these.
- Books should be sent home with CYP at the end of term 1

Feedback

- Pupil work should be acknowledged/marked by the teacher at the end of a topic or the end of a term, whichever is soonest. Ticked and corrected if required. Marking should not be excessive, and should show that the teacher has observed the pupils' work, and addressed pertinent mistakes or misconceptions. This may be verbal, so use a VF notation. Work should be marked with an I (independent) or and S (supported) to reflect the student's ability at completing the task and any feedback given acknowledged with VF. VF feedback does not need to be cited in the books.
- Self-assessment/peer assessment should be encouraged where possible.
- Vocational subjects are assessed and marked in line with examination board guidance.
- Feedback should be productive and effective. Feedback should be used to address misconceptions, or move the pupil onto the next step, or deepen their understanding. The best feedback is instant and should suggest how to improve. This can be written or verbal.

Target setting

EHCP outcomes are at the heart of what we do. Pupils individual needs are catered for to ensure they are able to address the targets set for them in their EHCP. Subject specific targets/goals are set by the class teacher. These are expected to be realistic yet challenging and reviewed on a regular basis.

It is important that we are aware of the age related expectations (ARE) for our students. However, our students are working well below age related expectations in most subjects, but may well have a very spikey profile, so the teacher should set high expectations for attainment. This judgement is supported by the average reading and comprehension age. We test reading and comprehension once a year. This information is shared with staff and used to support and develop individual reading and comprehension skills.

- PIRA testing provides reading comprehension ages for all our pupils. This is a really valuable tool because it allows us to begin to understand how much of the curriculum each student can access. It highlights possible barriers to learning that we may otherwise not identify. This is carried out annually alongside the single word reading test that provides us with reading ages. We have students who have high reading ages, some >16 but a comprehension age of 6. This has significant impact on students expected to access Level 2 or GCSE material.
- Learning for life skills are embedded across our curriculum. We aim to develop the essential life skills pupils need to be able to live as independently as possible.
- In Sixth Form the pupils continue their Functional skills English and Maths alongside vocational choices at Entry level 1 – Level 1. This assessment falls in line with the whole school data collection and analysis.
- The outcomes of all our measures of testing when combined with academic achievement, provide us with a complete understanding of each student and what they are truly capable of. Every pupil will experience success and be able to access the curriculum we offer.

- Interventions are monitored and evaluated every term and reviewed for the following term.

Progress

Progress is recorded, tracked and monitored through Evidence for learning. English, Maths, PSHE, Project (Science, History, Geography and Technology) are analysed and reported on three times a year.

Evidence for learning monitors individual progress based on assessment judgements. Staff do this regularly throughout the term (linked to planning), and this provides us with progress data.

Life skills are addressed through the PSHE, RE, SRE, Careers and Drama curriculum. This is tracked through Evidence for learning. PSHE/SRE are reported on through the whole school data collection and analysis.

The Speech and Language team set specific SALT targets for pupils receiving this intervention. These

Reporting on pupil progress

We report to parents 3 times a year, this consists of 2 reports through EFL (Term 2 and term 4) and a full written report for term 6

Where a concern is raised about pupil progress then a progress meeting will be arranged with allocated SLT to discuss further actions.

What is good progress? How do we know it is good progress?

We are piloting progression boundaries using Evidence for Learning. Progress will be judged on how many steps of progress pupils make against outcomes at the end of term 2, 4 and 6

- Less than 10 steps of progress made will be raised as a concern (red). This is an indication of performance to generate further investigation. This judgement may not be a concern for all pupils. If confirmed as a concern, a meeting will be arranged with the teacher and a member of SLT to discuss the best way to support the pupil.
- Less than 20 steps will be identified as Amber. This means we will monitor their progress through out the following term and provide extra support if required
- 20+ steps will be classes and good progress and will be indicated in green.

Regular moderation meetings across year groups and/or subjects provide a focus to look at pupil work. These meetings provide discussion opportunities about pupil progress and if there is evidence that pupils are being sufficiently challenged.

The progression judgements will be reviewed during the pilot across the year.

Merits, rewards and praise

Praise is one of the key ingredients in securing effective learning and we have a reward system called Class Dojo. Pupils are rewarded Dojos for effort and achievement live in lessons and these are collated throughout the year.

Appendix A: Role of teachers on upper pay scale

- They must demonstrate that his/her achievements and his/her contribution to the school have been substantial and sustained;
- Continue to meet post-threshold standards;
- Have grown professionally by developing his/her teaching expertise post-threshold.

Currently on UPS3

- He/she has been a **role model for teaching and learning**,
- Made a **distinctive contribution** to the raising of pupil standards and
- Contributed effectively to the **work of the wider team**.
- Took advantage of appropriate opportunities for professional development and **used the outcomes effectively to improve pupils' learning**.
- The **criteria points towards outcomes** rather than just activities. For example, self-development does not stop after attending events but should result in continuous improvement outcomes for pupils and staff.
- An individual must continue to meet the Pay Standards for UPS – a requirement that gives further insight into what should be expected. It is often said that teachers should ensure that they differentiate the learning needs of pupils. The Pay Standards require a teacher to demonstrate, “**an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.**”
- Pay Standard 3 emphasises the need to, “**have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications**”. This reinforces a key requirement – understanding what students need to achieve and their progress towards that based on a range of comparative data.

Evidence in the appraisal should show a **sustained contribution for the past two years or more** as implied by the fact that progression on the scale should only be considered every two years unless there are exceptional circumstances.

Definitions of terms used:

- **'highly competent'** means: performance which is not only good but also good enough to **provide coaching and mentoring to other teachers, give advice to them and demonstrate to them** effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice
- **'substantial'** means: of real importance, validity or value to the school; play a critical role in the life of the school; **provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning**
- **'sustained'** means: maintained continuously over a long period e.g. two school years

Performance expectations - UPS3

The following is a guide to performance expectations of UPS3 teachers.

Standards and Achievement (can be evidenced through your role as tutor and subject coordinator)

- ✓ Routinely analyses pupil data, detects variation and develops appropriate intervention for individuals and groups.
- ✓ Provides targeted and positive support for pupils who have particular needs.
- ✓ Uses assessment as part of their teaching to diagnose pupils' needs, set realistic and challenging targets for improvement and plan future teaching.
- ✓ Sets consistently high expectations for pupils in their class and homework.
- ✓ Secures, through their teaching, that pupils show consistent improvement in relation to prior and expected attainment; are highly motivated, enthusiastic and respond positively to challenge and high expectations.

Quality of Provision

- ✓ Demonstrates expertise in their subject or specialism.
- ✓ Understands pupils' perceptions and misconceptions from their questions and responses and is able to spontaneously demonstrate solutions with relevant examples and case studies.

- ✓ Understands and can demonstrate the potential of ICT in their subject or specialist teaching.
- ✓ Understands and uses the most effective teaching methods to achieve the teaching objectives in hand.
- ✓ Displays flair and creativity in engaging, enthusing and challenging groups of pupils.
- ✓ Uses questioning and explanation skilfully to secure maximum progress.
- ✓ Maintains respect and discipline; is consistent and fair.
- ✓ Continuously improves their teaching through assessing the impact of their own practice.
- ✓ Secures, through their teaching, that pupils exhibit consistently high standards of discipline and behaviour.

Leadership and Management (Can be evidenced through role of subject coordinator)

- ✓ Provides an exceptional role model for pupils and other staff, through their personal and professional conduct, that mark them out even amongst post-threshold teachers.
- ✓ Undertakes a significant professional development activity that makes a measurable impact on pupil progress at the school.
- ✓ Shows a consistent track record of parental involvement and satisfaction.
- ✓ Coaches and trains post-threshold and other teachers to help them become more effective in their teaching.
- ✓ Helps post-threshold and other teachers to evaluate the impact of their teaching on raising pupils' achievements.
- ✓ Tackles an aspect of pupil-underperformance that the school wants to address, including narrowing the achievement gap.
- ✓ Leads through their day to day practice, outstanding quality of teaching for a team of teachers.

Performance Management

Finally, performance management is a system designed specifically to enhance the professionalism of the profession. The current teaching and threshold standards were incorporated to ensure that there were clear guidelines to assist teachers in making their own career decisions and the relevant standards should be looked at as a whole in order to help teachers identify areas of strength and areas for further professional development.

To help you with this process we have suggested areas you could use to support your evidence. Information may be written but other forms of evidence may be used for example:-

- data from questionnaires
- interviews with other staff, including support staff and team leaders

- letters and notes from parents and governors
- INSET sessions
- contributions to school improvements planning
- teaching observations
- planning - differentiation – meeting the needs of all pupils
- contributions to SEN reviews
- contributions to staff meetings and departmental meetings
- own professional development
- monitoring and evaluation of your own subject and outcomes – accuracy and ability to identify next steps
- pupil's work scrutiny.
- Data analysis information – progress made by pupils compared to national/all school data
- Evidence from monitoring and action against action points
- Behaviour records – evidence of behaviour of pupils in your class/es
- Mentoring/coaching notes

References: DfE STPCD 2015; NAHT website; NASUWT website; NUT website

Appendix B

Role of tutors

These are the main areas to note, but not exhaustive.

Pastoral care

- Ensure they are the first point of contact for all staff with regard to members of their tutor group
- Be knowledgeable of the needs of members of their tutor group
- Be lead for the pastoral care of their tutor group
- Liaise with the parents of their tutees at least once per term
- Be the first point of contact for the parents of their tutees
- Ensure changes or incidents involving members of their tutor group are disseminated to all staff as needed

Annual reviews

- Attend and lead the annual reviews for their tutees
- Prepare paperwork for annual reviews, pupil views and school views
- Ensure the outcomes for the Education Health Care Plans of their tutees are kept up to date, electronically, and keep to the deadlines set
- Ensure at least three versions of the one page profile are completed throughout the year and passed to Sandra a few weeks before annual review (when asked for)
- Complete the tutor section of the school report, meeting the deadlines set, and written to a standard which shows good knowledge of the child and their needs.
- Lead pupil profile meetings for their tutees
- Attend parent evenings, and meet with parents of tutees as arranged
- Liaise with behaviour lead with regard to tutees on IBP
- Ensure home-school communications are professional, positive, and frequent (termly at least)

Most of our teachers and instructors are subject coordinators, and all will be at some time in their career here.

Appendix C

Role of subject coordinators

These are the main areas though not exhaustive.

- Promote and develop their subject area to all members of the school.
- Write, develop, maintain and monitor their subject schemes of work, subject overviews and development plans.
- Adapt their programmes of study as needed, in light of national changes, changes to pupils' needs; and ensure relevant staff receive these changes.
- Ensure all staff teaching their subject have the scheme of work, which includes lesson objectives, programmes of study, and subject progress sheets, for the year ahead.
- Ensure all teachers follow guidance given by subject coordinator, through moderation meetings and monitoring regularly.
- When necessary, direct cover supervisors to suitable resources, schemes of work, and programmes of study for absent staff.
- Check on work completed by supply staff for their subject area, and report to cover supervisors if action needed.
- Monitor marking and feedback for your subject area, and report any actions needed to Kate.
- Assess and monitor, and enter pupils for exams as needed.
- Monitor data for your subject area, and report to Gemma.
- Lead subject meetings and pass minutes to Kate/ Gemma.

Appendix D

Planning expectations summary 2021

Class timetables should be on the tutor door.

You only need plans for lessons that you teach.

All staff - should have a daily plan visible in the room. This does not need to be detailed, but should allow a cover teacher to understand what the topic/ task is. It can just be the name of a subject if there is more detail elsewhere in the room, e.g. on a medium term plan (MTP).

Planning boards - an area where plans are kept which is easy to find

Early Years staff

- Communication and language; PSED; Physical development; Literacy; Mathematics; Understanding the world; Expressive arts and design, should be evidenced in teacher plans over the term.

All Key stage 1-5 staff

- Should have MTP for English and maths. These should be at least a week ahead in detail (lesson objectives/ learning intentions; EHCP outcome links, TA support (if relevant)).
- MTP for PSHE- use the scheme that Jo B has produced, and tweak for your class.

MTP should cover the term ahead. You may want to detail a couple of weeks, and just put in the titles/ main aims for the rest of the term, until you know how much you're covering.

Key stage 1 to key stage 3

- MTP for projects

Key stage 5

- Vocational subject overview for term

Where teachers only teach one subject

- MTP for each year group, or your scheme of work if it has detail in, in which case you would only need to add specific differentiations into your plans.

Other subjects

All schemes of work should have learning intentions, sequencing and should be available on staff drive T. Subject coordinators are responsible for ensuring schemes are useable and up to date. Subject leads should ensure there is sequencing and cohesion with the intent of their curriculum subject, across the phases. Statutory changes should be led by the subject leads.