



Teaching, Learning & Assessment Policy

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Policy Statement

Introduction

At Elmwood School we believe in the concept of lifelong learning and the notion that learning should be both an enjoyable and a rewarding experience for everyone; it should be fun. Through our teaching we allow the pupils opportunities to be equipped with the skills, knowledge and understanding to be able to make informed choices about the important things in their lives.

This Teaching, Learning & Assessment Policy is intended to promote consistency and high standards, as well as achieving the school's aims. At Elmwood School we aim to provide a nurturing environment that is caring, supportive and stimulating.

ROLE OF GOVERNORS

Our governors determine, support, monitor and review the school's policies on teaching and learning. In particular, they:

<ul style="list-style-type: none">• Support the use of appropriate teaching strategies by allocating resources effectively;	<ul style="list-style-type: none">• Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
<ul style="list-style-type: none">• Ensure that the school buildings and premises are effective in supporting successful teaching and learning;	<ul style="list-style-type: none">• Ensure that staff development and performance management policies promote good quality teaching;
<ul style="list-style-type: none">• Monitor teaching strategies in the light of health and safety regulations	<ul style="list-style-type: none">• Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the Head Teacher's reports to governors, the RAP/SEF and the work of the curriculum and school improvement committees.

ROLE OF PARENTS

We believe that parents have a fundamental role to play in supporting their children to learn. We regularly inform parents and carers on current events in and around school so that they can help further their children's learning and confidence at school. Termly Progress and Achievement meetings are held to discuss strategies for further improvements. This provides opportunity to review achievements throughout the year, how these compare to predicted progress, and how they can improve and develop in the future. Parents and carers may discuss any concerns they have with staff at any time and we encourage regular two way communications to strengthen and support relationships.

TARGET SETTING

Targets are set in all subject areas and are based on a range of data including in school assessment and external assessment. We use 'APS' scores to record progress in our school.

We base our teaching on our knowledge of the pupils' level of attainment. Our prime focus is to develop further their knowledge and skills, and to provide a wealth of enriching curriculum activities. We strive to ensure that all tasks set are appropriate and stretch each pupil's level of ability. When planning work we give due regard to information and targets contained in the pupil's Individual Learning Journals. In addition to this, data is collected on a termly basis, this is informed through assessments within the core areas and teacher assessments throughout the rest of the curriculum. We have high expectations of all pupils and embed this aspiration across our whole school environment.

AIMS AND OBJECTIVES

We encourage all of our pupils to take responsibility for their own learning, to be actively involved in reflecting and reviewing positives and negatives, and be able to identify their own barriers to learning. Self-review and peer-review strategies are used, as well as opportunities at the end of lessons to review the key learning objectives and to assess the level of understanding using the school's points system.

We strive to achieve:-

A high level of English and Maths and an enquiring mind which wants to learn more each day;
Independent young people who are confident, resilient and able to cooperate with others;
Imagination and creative expression through a wide range of methods;
Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values;
Pride in achievement and a desire to succeed;
Effective links between the school, the home and the community which promote aspiration and high expectations;
Equality of opportunity for all;

At Elmwood School we acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow pupils to learn in the

best way that suits them. We endeavor to incorporate a range of teaching strategies and methods to ensure our pupils receive a broad and balanced diet of educational experiences.

This includes opportunities to learn within a variety of ways:

investigation and problem solving;	<ul style="list-style-type: none"> • whole class work; 	<ul style="list-style-type: none"> • watching video clips and responding to music or recorded material;
research and finding out;	<ul style="list-style-type: none"> • questioning; 	<ul style="list-style-type: none"> • debates, role plays and oral presentations;
group work	<ul style="list-style-type: none"> • use of ICT and computing skills; 	<ul style="list-style-type: none"> • designing and making things;
pair work;	<ul style="list-style-type: none"> • fieldwork and visits to places of educational interest; 	<ul style="list-style-type: none"> • participation in physical activity;
independent work;	<ul style="list-style-type: none"> • creative activities; 	<ul style="list-style-type: none"> • reflective learners

Effective Teaching

When teaching we focus on motivating the young people and building on their skills, knowledge and understanding of the curriculum. We use a range of resources to provide a well-balanced and broad curriculum.

thorough preparation;	<ul style="list-style-type: none"> • an atmosphere where children are prepared to take risks; 	<ul style="list-style-type: none"> • lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
shared learning objectives which are understood by the pupils;	<ul style="list-style-type: none"> • innovative teaching; 	<ul style="list-style-type: none"> • opportunities to review and reflect on the learning;
clear expectations of what pupils are expected to achieve by	<ul style="list-style-type: none"> • appropriate pace to the lesson; 	<ul style="list-style-type: none"> • thinking time before answering questions

the end of the session;			
open-ended, thought provoking, challenging questions of the pupils;	<ul style="list-style-type: none"> • lessons where pupil's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference; 	<ul style="list-style-type: none"> • developmental feedback and constructive criticism of pupil's work; 	
support for the learning of pupils with differing abilities;	<ul style="list-style-type: none"> • a variety of educational visits to reinforce, enrich and stimulate learning; 		

All teachers work hard to establish positive working relationships with the pupils that they are teaching. We treat them fairly and give them equal opportunities to take part in class activities. All teachers follow the school policy with regard to behaviour and classroom management. We praise and reward for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We insist on behaviour expectations at all times. If pupils fail to meet the expectations we follow, the guidelines for sanctions as outlined in our school Behaviour Policy.

Teaching Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups.

All teachers reflect on their strengths and areas for development and plan their professional development needs accordingly. Teachers all have an annual appraisal, a variety of full and short lesson observations, as well as several learning walks throughout the academic year.

Method of Work

Marking is the routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark to students' written work.

Feedback is providing more detailed guidance to the learner in order to help them to improve their knowledge, understanding and skills.

Routinely reading, checking and monitoring pupils' books connects us to their learning and helps to ensure that they care about the work they produce. It shows pupils that we value their work and provides us with crucial ongoing information about how well they are learning. It also enables us to monitor the completion of class based and home learning tasks (where appropriate).

Feedback is specific information given to the learner about their performance relative to learning goals. It should aim to (and be capable of) producing improvement in pupils' learning. Written and verbal feedback is equally important in providing encouraging and constructive feedback to pupils.

MATHS DEPARTMENT EXPECTATIONS

Pupils will be provided with opportunities to improve their work and address errors or misconceptions, indicated by a Maths Detective stamp on the page. This will provide pupils with the opportunity for reflection, time to fault find and time for pupils to correct and improve their own work. Detective pieces can take a variety of forms which may include end of term assessments or book work and should occur regularly throughout each half term.

By encouraging pupils to be Maths detectives we ensure that as the recipients of feedback they revisit their work, reflect and study what they've done more thoroughly. It gets them to think about their original work in a more analytic way.

If pupils aren't able to detect their mistakes then teaching staff will step in with more direct support.

Key stage 4 students completing Gateway qualification assessed pieces will need every piece of work marking for corrections in accordance with EV requirements but can still complete Maths detective exercises on any pieces.

Pupils who are self-marking or peer marking work will use a green pen. Teacher's feedback will be completed in purple pen.

ENGLISH DEPARTMENT EXPECTATIONS

Core English Feedback and Assessment.

Due to our pupils having a range of complex/severe/moderate learning difficulties that impact on their abilities in English, with the majority significantly behind the national average on entry, ongoing feedback is delivered to meet individual needs.

The English Department strive to ensure marking is effective when it has a clear purpose to:

- correct misconceptions
- provide further clarification
- maximise effort

- maximise aspiration
- encourage pupil confidence

Expectations KS3:

1. Learning discussion sheet at the start of learning cycle with clear achievable targets taken from school report to parents/carers.
2. Clear learning objective. For extended reading/writing this may be worked towards across multiple lessons. 'Continued' written in the margin indicates this.
3. A written 'you can' statement at the end of the piece of work shared with pupils written in purple pen.
4. Pupils will be provided with opportunities to improve their work and address errors or misconceptions in technical accuracy. This will be indicated by SPaG stamp. This will provide pupils with the opportunity for reflection and time for pupils to correct and improve their own work. This should occur at least twice each half term. It will be completed in green pen. Teacher feedback will be in purple pen.

Expectations KS4:

Feedback will be provided in accordance with the requirements of the awarding body. Pupils' work will be internally assessed, internally verified and externally quality assured.

SCIENCE DEPARTMENT EXPECTATIONS


Books will be marked within two weeks and should value the learning tasks that the young people have completed. Marking will aim to address misconceptions and allow learners to receive constructive feedback with the intention of supporting improvement. Feedback will be a combination of verbal or written as appropriate and should *always* be encouraging. Where appropriate the amount of guidance a learner has been given will be recorded. This may be recorded by the teacher or teaching assistant.

There is an expectation that basic literacy is checked with a focus on subject specific keywords, capital letters and full stops.

Staff will use symbols so that pupils can clearly understand marking.

Exceptional effort or standard of work will be rewarded within the points system by the granting of a 7 or a science award certificate. It is expected that this will develop the standard of work combined with self, peer and teacher assessment.

Symbols

Symbol	Meaning
	Good work/what went well
v	Teacher has checked the work and it is correct
VF	Verbal feedback has been given directly to the pupil.
Sp	Spelling correction.

Assessment

In Key stage 3 formal learner assessment will comprise of an end of unit assessment for each topic and a practical investigation at three points in the year. These will be marked in accordance with the providers mark scheme and the grade boundaries will be used to set APS scores and belt colour. Feedback will be provided linked to the working as a 'scientist progression grid'.

End of unit assessments are to be marked and graded within two weeks to allow learners to reflect on their score and areas of development.

Science belts recorded in pupil books is to be updated following formal assessment to reflect individual progress through the year.

In Key stage 4 assessment for Gateway vocational pathways will consist of regular planned assessment points to allow learners to provide evidence against set learning criteria.

At GCSE, sample questions will be used to inform progress.

Assessments are to be marked and graded within two weeks to allow learners to reflect on their score and areas for improvement.

Target setting

Target setting will relate to the working as a scientist, because this relates to generic skills that will help learners develop the skills and knowledge to tackle higher order questions.

Foundation subjects

Due to the practical nature of our foundation curriculum, 'hands-on' time is maximized so the opportunity for staff to provide written work or give written feedback is not regularly, or uniformly available. Because of this, pupils receive continual verbal feedback in the moment or at the end of learning episodes so they know what they need to do in order to improve, and they are able to identify what they have learnt. This is monitored through Deep dives and shallow dives by Curriculum Leads and the Leadership Team.