



TEACHING, LEARNING AND ASSESSMENT POLICY

Name of Author	<i>Cate Seymour</i>
Title of Author	<i>Deputy Head</i>
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VISION

The vision of Laurel Park School is to develop well rounded students who have the ambition and determination to excel in life whether this be through academic study or vocational training and onto employment. Alongside this, we have a commitment to developing character and integrity across the school and wider community. Opportunities are provided outside of the taught curriculum to develop core life skills, preparing our students to be proud global citizens. Finally, Laurel Park is a school where all members of the community are treated with care and respect, whilst supported both with their well-being and their academic aspirations.

This is achieved through our Core Values of Integrity, Determination, Excellence and Ambition.

The foundation of our school is built upon school staff and students having positive relationships and valuing each young person for their uniqueness and individual talents. Here at Laurel Park School we acknowledge the needs of all our students and will strive not only for academic success but to ensure that we develop the whole child, in order to prepare them for 21st century life. Our overall curriculum intent is based on four key areas that operate throughout the school:

- My Curriculum.
- My Character.
- My Culture.
- My Community.

AT LAUREL PARK SCHOOL, HIGH QUALITY TEACHING AND LEARNING INCLUDES:

- High Quality Teaching in every lesson, informed by the best evidence of what works in the very best schools.
- A relevant staff development programme to secure the implementation of the best and newest teaching, learning and assessment techniques and strategies.
- A calm, safe, and supportive learning environment for all students.
- A broad based rich curriculum with excellent extracurricular provision.
- A system of evaluation and review to monitor student outcomes and teaching practice.
- Student engagement in developing teaching, learning and assessment.

OUR CORE VALUES

CONSISTENTLY HIGH EXPECTATIONS IN ALL LESSONS

At Laurel Park School, all:

1. Lessons will be consistently high quality, featuring the best teaching and learning practice
2. Students will make measurable progress.
3. Lessons will be well planned for all learners, building upon what they already know.
4. Lessons will be challenging and support all students.
5. Lessons should have a variety of activities which engage, enthuse and enrich the learning experience; making learning vivid and real.

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6. Lessons must have opportunities for independent and collaborative learning.
7. Lessons must have assessment opportunities which allow for and demonstrate student progress.
8. Lessons have pre-planned high order questioning.
9. Homework should be set on google classroom in line with the timetable published on the school website.
10. Students' work should be regularly checked with clear and timely actions given for improvement.
11. Live marking should routinely take place alongside 'green pen response'– Students should be given dedicated time to improve the quality of their work as soon as possible following feedback (using a green pen).
12. Classrooms should be a safe, stimulating and interactive learning environment.

HIGH EXPECTATIONS OF ALL PUPILS.

At Laurel Park School, students should:

1. Show interest in developing a deeper understanding of the core content in each subject.
2. Talk about the knowledge they have acquired.
3. Effectively consolidate skills learnt/developed.
4. Be challenged through activities that meet their specific needs.
5. Use a good standard of English and develop their literacy skills as well as their subject knowledge.
6. Effectively assess/ monitor their own progress to determine what they need to do to improve.
7. Be engaged in marking dialogue and improvements are seen over time.

CREATING THE RIGHT LEARNING ENVIRONMENT

1. All lessons should be free of disruption: For students to benefit fully from excellent teaching and resource provision it is vital that the school provides a safe environment not just in terms of health and safety best practice but also by providing an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.
2. We are committed to ensuring zero tolerance of bullying, harassment or prejudice of any kind in line with government regulations.
3. All students are encouraged to take risks in their learning, actively participate, and be creative. We pride ourselves that every classroom is a thriving environment for enjoyment and achievement where each person's worth is recognised and each person's contribution is valued. We encourage an environment where independence is celebrated and individuals can flourish.
4. All classrooms follow a clear and simple structure, with the highest behavioural expectations to ensure that students are free to focus on their learning.

SETTING HIGH QUALITY, CHALLENGING HOMEWORK

Homework is anything that students do outside the normal school day, which contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers which supports students' learning.

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By setting homework we aim to:

1. Develop a partnership between home and school, whereby parents/carers can learn about what is going on in school and can share learning with students.
2. Nurture and support the partnership between students and parents/carers, whereby learning experiences can be shared.
3. Provide activities which ensure students have a rock solid knowledge foundation in every unit of every subject, allowing them to build and elaborate on this knowledge in lessons with teachers' guidance.
4. Provide activities that extend students' learning and offer a challenge.
5. Provide opportunities for students to read regularly and widely.
6. Allow students to widen their experiences and to understand the curriculum in context by applying their learning to real life.
7. Allow older students to spend longer on activities and perhaps use other sources of information than we may not be able to provide at school
8. Build students' confidence, creativity, independence and organisational skills.

HOW DO WE ACHIEVE TEACHING, LEARNING AND ASSESSMENT EXCELLENCE AT LAUREL PARK SCHOOL?

Monitoring student achievement using data

1. Analysis of students' individual starting point when arriving in Year 7, using KS2 Statutory Attainment Tests (SATs), Cognitive Ability Tests (CATs) and reading tests.
2. Use this data to set minimum and aspirational target grades at KS3 and KS4.
3. This is to ensure that teaching is differentiated and pitched perfectly for each pupil and their ability which results in appropriate outcomes/results.
4. The school will monitor student progress throughout the year and use this data to inform our own provision and to identify opportunities to intervene to support or enhance progress.
5. The school will monitor how well students progress in each subject.
6. The school will closely monitor the progress of different groups of students within the school to see how their achievements compare with other groups within Laurel Park School and against groups nationally.
7. The school will use Student Voice to include opinion and feedback from students,

ENSURING EXCELLENT TEACHING, LEARNING AND ASSESSMENT

At Laurel Park School this is achieved through:

1. Developmental Drop ins (DDIs) and Feedback: Led by the Senior Leadership Team and Middle Leaders. Looking for the significant things the teacher does or sets up during the observation and the impact this has on student learning, including 1 high leverage target for improvement.
2. Book monitoring: analysing the quality of marking and particularly feedback in exercise books.
3. Whole school CPD:, which always prioritises Teaching and Learning, reflecting on recent DDIs and shared areas for improvement and subject specific strategies for this.
4. Whole School CPD- Continuing Professional Development: dedicated sessions throughout the year where training is delivered to all teachers to keep practice and policy up to date.

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5. Curriculum Review- Middle Leaders will periodically review the curriculum with the Senior Leadership team, ensuring that the sequence of learning, resources, and big ideas, are of the highest quality.
6. Collaboration: to identify the best practice and areas of development for each teacher across all aspects of teaching, learning and assessment,

LEADERSHIP OF TEACHING, LEARNING AND ASSESSMENT

The Classroom teacher will lead teaching, learning and assessment effectively by:

1. Engaging in deliberate practice to systematically develop their teaching, using our DDI and CPD process.
2. Planning for individual and cohort progression using data as the foundation to create bespoke learning outcomes to drive learning forward.
3. Evaluating the effectiveness of planning through checking, identifying areas which require improvement.
4. Regularly checking for understanding and giving timely, quality feedback, that leads to improvement.
5. Leading learning through exceptionally secure subject knowledge with strategies that enable learning to occur through differentiation showing a thorough understanding of the students' needs.
6. Through continued experimentation and implementation of innovative pedagogy.
7. Participating in an 'Open Door' policy where sharing best practice becomes the norm.

The Head of Department will lead teaching, learning and assessment effectively by:

1. Ensuring that every Unit, in every year group, is world class and fully resourced.
2. Assessing the effectiveness of teaching, learning and assessment in their department.
3. Applying a strategic and visionary ability to spot patterns and see the 'big picture.'
4. An analytical and evaluative ability to make connections in the data.
5. Accountability in their ability to hold others to account through challenge and support.
6. Inspiring and developing others in their leadership of generic and subject pedagogical advancements.

The Senior Leader will lead teaching, learning and assessment effectively by:

1. Leading by example: demonstrating the qualities and knowledge that is embedded at all levels: Optimistic personal behaviour, articulating clear values and moral purpose, empowering all students and staff to excel.
2. Motivating expertise from within: identifying emerging talents, having an analytical understanding of how students learn, creating an ethos of development and support.
3. Exercising rigorous, fair and transparent systems for support and improvement; ensuring equitable deployment of budgets and resources for sustainability; recognising the power of teams that hold each other to account.
4. Creating an outward facing school in a climate of mutual challenge- to champion best practice for all students and staff.

The Governors will lead teaching, learning and assessment effectively by:

1. Establishing the strategic direction: setting the vision and objectives, agreeing the school improvement strategy with priorities and targets, meeting statutory duties.

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2. Ensuring the efficacy of teaching, learning and assessment by: visiting Link Departments, receiving reports from the Senior Team on the quality of Teaching, learning and assessment, reviewing action plans where subjects have underperformed.
3. Reviewing internal and external progress data to monitor the outcomes of students and departments.

Appendix A

Laurel Park School - Principles of Teaching

Principle of Better Practice	So that....
1: High Behavioural Expectations and Routines	
<ul style="list-style-type: none"> a) Teachers demonstrate effective classroom management b) Teachers consistently apply the behaviour policy c) Teachers ensure that there is a high ratio of student participation d) Teachers reinforce effort and provide recognition e) Teachers ask questions which promote student participation 	<ul style="list-style-type: none"> a) Minimal valuable lesson time is wasted dealing with low-level disruption or disorderly transitions b) Students can think hard about their learning, free from distraction c) Students are engaged in thinking hard about key learning d) Students understand the connection between effort and achievement e) A high number of students are asked and answer questions
2: Quality of Instruction	
<ul style="list-style-type: none"> a) Teachers give highly effective explanations. b) Teachers provide clearly defined end points c) Teachers present new knowledge in small steps d) Teachers model excellence and how to achieve it e) Teachers ask a high quantity of process and factual questions 	<ul style="list-style-type: none"> a) Students quickly grasp key ideas b) Students have complete clarity around what they are learning and what success looks like c) Students can make connections with relevant prior knowledge d) Students know what excellence looks like as well as how to achieve it e) Students given opportunities to practice new material and make connections to prior learning
3. Subject Mastery	
<ul style="list-style-type: none"> a) Teachers demonstrate expertise in their subject curricula b) Teachers plan for and address misconceptions c) Teachers coherently sequence and interleave content d) Teachers promote and uphold the highest standards of literacy and oracy e) Teachers ask questions which are specific and accurate 	<ul style="list-style-type: none"> a) Students quickly grasp core knowledge b) Common misconceptions are not embedded in long-term memory c) Students revisit material in a way which promotes the building of a rich subject-specific schema d) Students communicate in a format that is clear, complete, and accurate e) Students can provide high quality answers which draw upon knowledge in their long- term memory
4. Making it Stick	

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<ul style="list-style-type: none"> a) Teachers regularly use low stakes testing b) Teachers guide students as they begin to practice new material c) Teachers give students opportunities to independently practise d) Teachers provide opportunities for extended work/writing e) Teachers use visuals and other resources to support explanations f) Teachers ask questions which make links with prior learning 	<ul style="list-style-type: none"> a) Students can embed learning into their long-term memory b) Students can develop fluency and accuracy in new areas of learning c) Skills and knowledge become automatic for students d) Students establish strong subject discipline and stamina to produce a good quantity and quality of work e) Students can successfully understand and remember key aspects of learning f) Students are encouraged to draw on prior knowledge and make links with pre- established schema
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5. Adaptive Teaching

<ul style="list-style-type: none"> a) Teachers provide scaffolds for demanding tasks b) Teachers pitch high every lesson c) Teachers adapt teaching as needs emerge d) Teachers have a developed understanding of students with diverse needs e) Teachers ask questions which are appropriately pitched and directed 	<ul style="list-style-type: none"> a) Students are able to succeed in challenging tasks b) Students are challenged to achieve the highest outcomes c) All students make exceptional progress d) All students with SEND/ EAL pupils/ pupils with a range of learning needs make exceptional progress e) Students are challenged to think deeply
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6. Assessment and Feedback

<ul style="list-style-type: none"> a) Teachers give students high quality feedback b) Teachers accurately gather information on student learning c) Teachers provide students with opportunities to act upon feedback. d) Teachers plan and ask questions which provide a picture of student learning 	<ul style="list-style-type: none"> a) Student actions are refocused or redirected to achieve a goal b) Teachers know which topics to re-teach that were not grasped first time c) Students can swiftly develop further knowledge and skills d) Teachers can identify gaps in student learning
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Appendix B

Laurel Park School - Lesson Structure

Entry Routine	
Meet, Greet, Stand and Seat	So that...
<ul style="list-style-type: none"> Teachers greet students at the door and welcomes them into the classroom Students place bags on the floor, coats on chairs, learning materials on the desk and stand silently behind chairs Students sit down in silence and complete the low stakes quiz 	<ul style="list-style-type: none"> Students enter the classroom in a calm and focussed manner Students are ready for learning Students start the lesson in silence and learning can begin straight away
Start of the lesson	
Low stakes quiz	So that...
<ul style="list-style-type: none"> Teachers ensure the low stakes quiz is available as students enter the classroom Low stakes quiz is 5-10 questions in length The questions are interleaved The quiz is reviewed using cold call 	<ul style="list-style-type: none"> Students can begin retrieval practice immediately without interruption The low stakes quiz takes no longer than 10 minutes So that students revisit material in a way which promotes long term memory Teachers can identify gaps in student learning to be revisited
Teacher Instruction	
Teachers	So that...
<ul style="list-style-type: none"> Explicitly share the Key Learning question for the lesson Provide highly effective explanations Check for understanding Model to students what success looks like 	<ul style="list-style-type: none"> Students have complete clarity around what they are learning and what success looks like Students quickly grasp key ideas New information is secure before students begin independent practice Students have confidence to begin deliberate practice
Deliberate Practice	
Teachers	So that...
<ul style="list-style-type: none"> Design purposeful tasks which are closely aligned with subject specific assessment outcomes Ensure tasks allow for generative learning Ensure tasks allow for students to practice a new skill or embed key ideas 	<ul style="list-style-type: none"> Students develop fluency and accuracy and value the purpose of the task Students have to think hard about their work and what they are learning Students can measure success against the learning objectives
Review	
Teachers	So that....
<ul style="list-style-type: none"> Use formative assessment strategies to assess progress against the learning objectives Give timely feedback, which is specific, accurate and clear 	<ul style="list-style-type: none"> Teachers know which topics to re-teach Students' actions are refocussed or redirected to achieve a goal

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Final review	
Teachers	So that...
<ul style="list-style-type: none"> Assess the progress of all students against the learning objectives 	<ul style="list-style-type: none"> Teachers know which key ideas were grasped and which concepts they need to reteach and revisit
Exit Routine	
Teachers	So that...
<ul style="list-style-type: none"> Ensure end of lesson routine is followed and students stand in silence behind their desks Dismiss students a row at a time in silence and follow them to the threshold 	<ul style="list-style-type: none"> Students end the lesson in a calm and orderly manner Students transition to their next activity in a calm and orderly manner

