



TEACHING AND LEARNING, ASSESSMENT AND REPORTING POLICY

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Contents

Aim.....	3
Purpose.....	3
Practice.....	4
The Learning Environment.....	6
Student Feedback.....	7
Assessments.....	9
Student Reports.....	9
International Baccalaureate Diploma Programme.....	10
Scrutiny of Work and Lesson Observation.....	10
Use of ICT.....	11
Professional Development.....	11
Related Policies.....	11
Appendix: Guide to Reporting Grades.....	12
A-Level and UFP Student Grading.....	14
IB Course Grading.....	15
Cambridge English/ IELTS courses.....	16

AIM

To promote consistent, high standards of learning, underpinned by the latest research into educational practice. Central to this policy is the principle of aiming to create independent, lifelong learners who can take ownership of their learning and enjoy it. We aim to create a supportive, stimulating and inclusive environment for learning, designed to maximise student achievement and attainment. Integral to this is the provision of a stimulating, individualised programme of Continuing Professional Development (CPD) for teachers, so that they continue to develop their subject knowledge and pedagogy, which will then be translated into a creative and enthusiastic learning environment for their students.

The aim of this policy is to ensure that all academic staff, as well as students and parents, clearly understand how to ensure the provision of a high quality, enriched learning experience at the school.

PURPOSE

The policy is designed to:

- Ensure students develop independent thinking and learning skills to maximise their potential during their studies in the school, and for their future lives;
- Improve Curriculum planning to ensure quality teaching and learning (including regular formative and summative student feedback);
- Promote a whole-school approach to teaching and learning, underpinned by our key priorities and development goals;
- Ensure that students receive a range of teaching and learning experiences;
- Maximise student attainment and achievement via high quality teaching, which includes the provision of regular, formative and summative student feedback.

To ensure that this policy becomes the standard for creating a quality teaching and learning experience for all students at the school, it is important that the following occurs:

All academic staff will:

- Be made fully aware of the content of this policy;
- Implement the policy while planning their lessons and providing student feedback;
- Recognise that quality teaching and learning is not an accident but rather the result of careful planning and reflection;
- Be aware of all the professional development opportunities on offer at Worthgate, but also encouraged to identify individual, bespoke CPD where appropriate.

In order to be successful, we need:

- Creative teaching and learning strategies which increase subject understanding and develop academic, English language and subject literacy skills;

- Teachers who promote motivation and self-confidence, with high expectations of all learners;
- Student ownership of learning and celebration of student voice;
- An effective partnership between the school, the student, and the student's home, which recognises and promotes the value of responsible learning.

PRACTICE

Planning

Curriculum Directors (CDs), House Pastoral Directors (HPDs) and individual teaching staff will be responsible for planning the curriculum in consultation with this policy, overseen by the Assistant Principal Academic (APA).

Curriculum Directors are to ensure staff follow policy consistently and should endeavour to establish links with other curriculum areas to help co-ordinate the Curriculum and promote transferable skills.

Good teaching and learning occur when:

- Teachers are organised and incorporate clear learning intentions into their planning and delivery and have explicit means to evaluate the outcomes of those intentions;
- Planning takes into consideration the needs of every student, and teachers recognise that all students progress at different rates;
- The teacher uses available data to assess prior attainment and, with the student, establishes clear targets for students to follow. Deeper data scrutiny occurs in departments during each assessment cycle in order to plan interventions, activities to support all students making equitable progress;
- Homework / Flipped learning/ AfL (assessment for learning) preparation are incorporated into planning, delivery and assessment of all learning activities;
- Student feedback is regular and formative.

The SLT (Senior Leadership Team) should ensure that the school has clear and understandable systems which promote excellence across the whole school. SLT are responsible for the clear strategic direction of the school's Development Plan. In conjunction with the school's Development Plan, the T&L (Teaching and learning) Coordinator should provide a clear, inclusive programme to address the academic staff's CPD needs.

The Assistant Principal Academic and Curriculum Directors are responsible for the inclusion of the whole school's strategic T&L planning into their Curriculum areas.

Strategic direction of the school should be reflected in all Department Evaluations/Reviews and Department Action Plans.

The Curriculum Directors should ensure that Schemes of Work are developed and shared within their teams. Schemes of Work should provide sufficient detail to secure student progress through the relevant key stage. However, individual lessons may still contain flexibility for professional interpretation.

Curriculum Directors and individual teaching staff are responsible for the consistent delivery of the Curriculum across their subject areas.

The primary role of Curriculum Directors is to ensure high quality teaching and learning in their teams.

Curriculum Directors and teachers should endeavour to establish links with other curriculum areas to help co-ordinate the Curriculum and promote transferable skills and enrichment opportunities. The essential aspect of every Lesson is that they incorporate planned progression and student-centered activity, and that there is a good understanding of the aptitudes, needs and prior attainment of the students which is considered. A range of resources should be used as appropriate and lessons will demonstrate appropriate knowledge and understanding of the subject matter being taught including relevant subject literacy.

Learning objectives and intentions should be drawn from an appropriate source and reflect the needs of the students to make progress. Evaluation of lesson outcomes should be made based on those learning intentions to inform future planning. Sources of information could be subject guidelines, Government recommended work, and exam board syllabi. Learning objectives and intentions should be incorporated into teacher planning and delivery but there is no single expected format.

If Lesson Plans are requested, for example for formal Lesson Observations, they should be completed to an approved school format.

Teachers should ensure they cater for the learning needs of all students across a lesson and series of lessons; considering additional learning needs, including those of high or low achievers. Every lesson should ensure differentiation to maximise students' learning. Every lesson should incorporate AfL opportunities to make judgements on pace and content so as to adjust as appropriately.

A series of lessons should provide different learning activities designed to enfranchise students.

All lessons should demonstrate opportunities for scaffolding, recall, retrieval, consolidation and challenge.

Students should be encouraged to be independent learners and thinkers, through the careful structuring of appropriate tasks.

Teachers should be fully aware of the latest ISI criteria on the quality of teaching and learning and should be aware of and compliant with the DfE's Teachers' Standards.

THE LEARNING ENVIRONMENT

- The classroom should be a place conducive to learning where the student desires to learn and is motivated by their surroundings;
- The classroom teacher is responsible for maintaining an environment which foster students' interest in their subject;
- Classroom displays should be appropriate and updated on a regular basis.

Ethos and Values

- Lessons will encourage respect for other people paying particular regard to the protected characteristics set out in the 2010 Equalities Act;
- Students should receive an effective preparation for the opportunities, responsibilities and experiences of life in British Society;
- Students will be taught in way which does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Lessons will be underpinned by the school's Key Priorities (*High expectations, caring culture, English all ways*) and strive to promote the *Worthgate Characteristics (Caring, Communicators, Open minded, Resilient, Critical Thinkers)*.

A Typical Lesson

- Objectives and Intentions are planned and reinforced during each lesson, with measurable outcomes in order to evaluate the success of those intentions;
- There are clear expectations of a prompt arrival and good behavior of all students;
- The lesson starts promptly and latecomers are challenged appropriately;
- Students are consistently engaged;
- Students are required to explain their thinking;
- Differentiation activities should be included in every lesson and facilitate appropriate learning for students' differing needs which may include those relating to linguistic ability, academic ability and additional educational needs and cultural backgrounds;
- English must always be encouraged by students and academic staff (except in language-specific subjects, i.e. MFL), although there are times when explanations in native language can be helpful (paper dictionaries should be encouraged rather than electronic translators);
- Subject literacy - key vocabulary and terminology should be reinforced throughout the lesson as well as high expectations for the development of subject literacy skills (reading, writing, speaking, listening);
- Lessons should explicitly develop students' higher-level thinking and learning skills;
- Teachers should regularly check students' understanding of lesson content and student progress in the class;
- Independent learning should be expected, encouraged and enabled.

Cover Lessons

Please refer to the Teacher Cover Procedure for specific details.

Staff are expected to check their e-mails regularly every day, in case they are required to take Cover Lessons.

Staff unable to attend and deliver their lessons need to follow the cover procedure, ensuring they have communicated their absence with the Cover Manager (Lorraine Whittaker-Francis) 07740 237038 between the hours of 7.00am and 8.00am. They also need to email Cover Work to Lorraine and their Line Manager. Cover Work should be appropriate and clear for students and the staff delivering the cover lesson (the cover teacher is not responsible for identifying/amending resources for cover lessons).

Subject Literacy (English in lessons):

- During lessons it is expected that under normal circumstances (i.e. not MFL classes), students will speak in English;
- Students are rewarded for speaking English in school with Griffin points which are recognised at whole school assemblies;
- Following initial testing, an estimated IELTS/ Cambridge score will go onto Shackleton to inform academic staff about English levels of students in their group (N.B. This information will be shared with teachers as an English-level Heat Map, to incorporate into their individual Class Profiles and attainment trackers);
- Students can be referred for screening and/or assessment of a learning need and teachers are expected to utilize the guidance from individual Student Learner Profile regarding inclusion strategies for students with additional learning needs (refer to the Additional Learning Support (ALS) policy);
- Subject specific terminology and literacy requirements must be embedded and explicitly developed in lessons – cross-curriculum initiatives should be followed to drive improvement regarding the Key Priority *English All Ways*, as directed by the APA and CD for English.

Homework (Independent Study)

- Should be relevant;
- Should extend work that has gone on in the lesson; prepare students for the next lesson and/or target longer-term knowledge/skill retrieval.
- Should be flexible and differentiated;
- Should not usually be used to finish incomplete lessons;
- Should be completed in a professional manner and stored for future reference using Canvas where possible;
- Where students do not engage with their homework (regarding both quality and deadlines), a note should be put on Shackleton and the student should undergo the IAP process with the teacher and/or HPD (if lack of compliance in more than one subject).

STUDENT FEEDBACK

Formative Feedback

During each term, a student should have at least four formative comments made on their work and a number of key targets set for improvement. Evidence of formative feedback will be available in student folders (hard copy or digital) demonstrating both teacher comments and evidence of student involvement in assessment and feedback. Other marking/feedback may be the outcome of self or peer assessment, whole class or verbal feedback, as we aim for a variety of ways to feedback to our students.

Expectations of Marking

Staff are expected to feedback on student work regularly with detailed comments and targets set for improvement at least twice every half term. Student work will clearly be assessed far more frequently than this, but feedback can be verbal, online, peer or self-assessed and use the wide variety of other approaches which are available to us.

- Marking is regular and thorough enough to spot errors and inaccuracies both in subject knowledge and skills and English language;
- Marking needs to be simple, positive and student-friendly. Staff should always advise students what they need to do 'to improve' often using the approach of WWW/EBI (what went well/ even better if);
- Written comments and verbal feedback communicate clearly to individual students and their parents the student's strengths/areas for improvement, level of performance, suggested strategies for improving their knowledge, understanding and skills, and goals to be achieved. This can help parents who take an active role in their child's education;
- Teachers do not readily accept inaccurate or inadequate responses to written, verbal or practical challenges;
- Positive steps are taken to act on missing, incomplete or poorly presented work;
- Students receive verbal feedback every lesson (where appropriate) and written work is returned to students within two weeks.

Tracking of Students

Tracking of students takes place after each assessment period to monitor their academic progress and analyse their performance against CEM (Alis/Yellis) predictions. Students achieving assessment grades two or more below Alis/Yellis are identified as underachieving and teachers/ personal tutors are expected to monitor and intervene appropriately. This process will also trigger action by Curriculum Directors, House Pastoral Directors or SLT as appropriate and a variety of support interventions including additional support classes, evening and Saturday morning prep, academic report and individual learning plans are deployed as required. Records are kept of action taken and targets set.

Grading (refer to Appendix for more details)

Common grading principles are used throughout the school.

Assessments carried out during designated assessment weeks will always receive a grade.

Otherwise, it is at the discretion of the teacher to decide which work is graded and which may

simply have a comment or be fed back on in another way (verbal feedback, peer assessment, self-assessment etc.).

Where a teacher grades a piece of work, grades will be applied in accordance with this policy and will follow examination body criteria and guidelines where possible. All students have the right to fair and equal access to accurate assessments in accordance with this policy. The school conforms to all relevant areas of the GDPR.

Appeal Against Results

Students may appeal their internally assessed marks as per the Exams Policy, specific awarding body policies and procedures and UFP Quality Assurance Handbook. If they remain unsatisfied, they can raise a complaint via the Complaints Policy.

Plagiarism

Students are warned about the dangers of this by subject staff and via information provided by the librarian, and instances found will be reported to the examination board when appropriate. Students will automatically receive a U Grade for assessments where plagiarism has occurred, and they will also receive a Stage Discipline according to the severity of their offence (they will be interviewed by the Teacher/CD and/or H HPD/APA to establish the severity of the offence). N.B. A new Plagiarism Awareness course was established in Spring 2021. Student offences regarding plagiarism will be recorded on Shackleton and the student enrolled onto the Plagiarism Awareness course with the librarian. Reference is made here to the school Academic Honesty Policy.

ASSESSMENTS

Students are given oral or written assessment tests in each of their academic subjects twice per term. An assessment is usually designed to last for 50 minutes (or longer, since most external examinations are significantly longer than 1 hour) and contains questions based on recently taught work and questions of a synoptic nature intended to revise work learnt earlier on in the course. The questions set are made to resemble those set in final examinations and grading will be aligned with examination board criteria where possible.

Teachers will collaborate with their CD and department team members to standardise and moderate all cycle assessments to ensure consistent QA, and there should be evidence of these processes on department data tracking documents.

STUDENT REPORTS

Twice a term, teachers write student reports that are addressed to students' parents/guardians to provide information on academic achievement, effort and attendance. Copies of these reports are available to students and form the basis of discussions between Personal Tutors and individual students during the academic reflection weeks. Teachers should endeavour to use SMART individualized targets for students and should check they have used the correct student

name/pronoun and employed spelling/grammar checks as part of their individual quality control checks before submitting reports for subsequent quality checks by CDs/HPDs/APA/VP.

Subject teachers are responsible for discussing progress, setting targets and providing individual study plans via student achievement diaries as part of the report/assessment cycle.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

This policy incorporates guidelines and strategies contained in the following IB Assessment documentation: Diploma Programme: From principles into practice.

<https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf>

IB students are able to demonstrate consolidation of their learning through the completion of all elements of the IB Diploma Programme, including the Core of CAS, EE and ToK. All IB students are encouraged to conform to the School homework guidance, which sets out a recommended schedule of 2-hour homework sessions per weekday evening. IB students are assessed in relation to identified levels of attainment, rather than in relation to the work of other students.

SCRUTINY OF WORK AND LESSON OBSERVATION

Curriculum Directors and the SLT will also scrutinise students' work as part of the school's commitment to continuous improvement. Scrutiny will focus on the organization and quality of students' work (and teacher feedback) and check that whole-school T&L strategies are being reinforced in classrooms.

All academic staff in Departmental teams should receive both collective and individual feedback on the outcomes of this scrutiny of work.

Lesson observations will occur on a regular basis (i) to ensure good practice is occurring; (ii) to help academic staff develop their teaching; (iii) as part of any active research projects and (iv) as a strategy to monitor the effectiveness of ALS strategies and provision.

Lesson observation will be conducted using the school's Observation Procedures, employing the BlueSky platform to record observations and feedback.

Academic staff will ordinarily be observed by their Curriculum Director and/or members of the SLT and will all receive at most 3 formal lesson observations per academic year unless there are exceptional circumstances and/or a member of staff requests more observations as part of their professional development.

Regular learning walks are conducted more frequently and are included in the school calendar. They are carried out by Curriculum Directors, the Teaching and Learning coordinator, as well as the SLT. Peer observations are also actively encouraged.

USE OF ICT

Schemes of Work and planning should make reference to ICT opportunities.

Members of staff should, where possible, use new technology to enhance the delivery of their Curriculum. Staff are required to use Worthgate VLE (Canvas) as an interface with students: a repository for lesson presentations, resources, lesson and/or homework assignments. It is also to be used for students to submit work for teachers to monitor and provide feedback.

Use of laptops, mobile phones and other similar devices in class, should be monitored to ensure they are used effectively and appropriately by students.

PROFESSIONAL DEVELOPMENT

Teachers and Curriculum Directors are able to request academic CPD opportunities through conversation with Curriculum Directors and via their Performance Management platform (BlueSky). The approval of CPD should be based on identified needs of staff, as documented during performance management, observations or professional conversations.

Academic staff can expect a minimum of 32 hours INSET per academic year, to include local, national and international CPD opportunities as relevant to their teaching contexts.

The school provides a T&L calendar of events which incorporates a mixture of compulsory and optional opportunities for professional development. Academic staff members are welcome to request specific workshops and are encouraged to deliver their own.

Academic staff are expected to document and reflect on their CPD each academic year using their performance management platform (BlueSky) and are expected to share their learnings with their colleagues regarding individual CPD (where appropriate).

RELATED POLICIES

- Curriculum
- Appraisal
- ALS
- E-safety ICT
- Exams
- Student Behaviour
- Academic Honesty

APPENDIX: GUIDE TO REPORTING GRADES

Assessment Grade: The grade the student achieved in the last assessment cycle;

Teacher predicted grade: This indicates the grade that the subject teacher believes the student is likely to achieve at the end of their course, taking into consideration both the student's current assessment results and the future demands of the course;

Student agreed target grade: This grade is negotiated between the student and subject teacher and represents the aspirational grade the student would like to achieve at the end of their course.

Effort level: This indicates how the teacher feels the student is working in this subject, both in and out of the classroom, against the effort levels criteria.

Effort levels 1-4:

EFFORT Levels EXPLAINED for students (this is communicated on student reports and translated into common languages to aid parental understanding)

1 EXCELLENT	You will get 1 on your report if:
	Your effort is helping you to meet or beat your targets
	You often ask and answer questions in class
	You ask when you need help and don't wait to be found not working
	You ask what to do next when you have finished
	All your work, including homework, is done to the best of your ability
	You act on advice to improve your learning and work
2 GOOD	You complete all homework on time and come to ask for help if you get stuck
	You always bring everything you need to every lesson
	You will get 2 on your report if:
	Your effort is helping you to meet most of your targets
	You often answer questions in class
	You don't ask when you need help and wait for the teacher to offer
	You don't ask what to do next when you have finished, but do more work when asked
Most of your work, including homework, is done to the best of your ability	
You act on advice to improve your learning or work	
You usually complete homework on time, but don't ask for help if you get stuck	
You occasionally don't bring everything you need to a lesson	

**3
SATISFACTORY**

You will get 3 on your report if:

- You are not working hard enough to meet your targets
- You are sometimes off-task in lessons and talk when you should be working
- You are quiet and do what you're told, but just focus on presentation, rather than learning
- You don't often answer questions in class
- You need to be reminded to get on with work in lessons
- You sometimes produce poor quality work
- You rarely act on advice to improve your learning or work
- You sometimes don't do homework or it is late
- You often don't bring the equipment you need to lessons

**4
REQUIRES
IMPROVEMENT**

You will get 4 on your report if:

- Your lack of effort means you are working significantly below your targets
- The quality and quantity of your work are poor
- You don't act on advice to improve your learning or work
- You often don't complete homework
- You are either quiet and uninvolved, or noisy and disrupt the learning of other students
- In lesson you focus on things that are not to do with your work
- You often don't bring the equipment you need to lessons

CEM: This is the students Alis/Yellis grade based on their initial testing. This will be entered centrally and will not change. This grade should be used to inform the teacher predicted grade and expectations.

Target Grade: This will no longer be set by teachers; students will set their own target grades during the 'Reflection and Target Setting Weeks' following the release of academic reports. They will be encouraged to review their grade profile and comments from teachers and personal tutors and set themselves a realistic target grade. This target grade will be recorded on the subject 'Achievement Diary' and 'RRR' (Review, Reflect, React) form completed with the Form tutors.

*Of the grades listed above parents will receive the current predicted final grade and effort grade on reports, the other grades are for internal use only.

A-LEVEL AND UFP STUDENT GRADING

Students can be awarded grades ranging from A*-E, or U

PRE and IGCSE Students can be awarded grades ranging from A*-G or U (9-1 or 0 in some IGCSE subjects)

Grade	Quick Description	Student action
A* 9	Highly distinctive work	The student is encouraged to maintain this standard of work and stretch themselves beyond the curriculum via extension work.
A 8	Excellent work	The student should try to maintain this standard of work and understand what improvements are necessary to achieve an A*.
B 7-6	Very good work	The work is of a high quality. Certain specific improvements can be made. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
C 5-4	Good work	The work has been done well, however, points may have been missed or there may be some other clear problems with the piece. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
D 3	Fair work	The work is of pass standard, but there are some serious errors or omissions. The student should seek advice from their teacher and have specific targets to work on areas identified for improvement.
E/F/G 2-1	Basic work	The work has just achieved a pass standard. The student should discuss the work with the teacher, and if appropriate, attempt the piece again applying advice given to improve.
U 0	Unsatisfactory work	The work has not been done to the required standard. The student must discuss the work with the teacher, and attempt the piece again where appropriate, support strategies/ academic counselling must be requested.

IB COURSE GRADING

Students can be awarded grades ranging from 7 to 1:

Grade	Quick Description	Student action
7 A (Extended Essay and ToK)	Highly distinctive work	The student is encouraged to maintain this standard of work and stretch themselves beyond the curriculum via extension work.
6 B (Extended Essay and ToK)	Excellent work	The work is of a high quality. Certain specific improvements can be made. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
5 B (Extended Essay and ToK)	Very good work	The work is of a high quality. Certain specific improvements can be made. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
4 C (Extended Essay and ToK)	Good work	The work has been done well, however, points may have been missed or there may be some other clear problems with the piece. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
3 C (Extended Essay and ToK)	Fair work	The work is of pass standard, but there are some serious errors or omissions. The student should seek advice from their teacher and have specific targets to work on areas identified for improvement.
2 D (Extended Essay and ToK)	Basic work	The work has just achieved a pass standard. The student should discuss the work with the teacher, and if appropriate, attempt the piece again applying advice given to improve.
1 E (Extended Essay and ToK)	Unsatisfactory work	The work has not been done to the required standard. The student must discuss the work with the teacher, and attempt the piece again where appropriate, support strategies/ academic counselling must be requested.

CAMBRIDGE ENGLISH/ IELTS COURSES

Students can be awarded grades ranging from 9.0 to 0, although in practice the range of grades for students at Worthgate ranges from 3.5 - 8.5 with most between 4.5 - 7.0.

Work should be awarded .5 scores where the standard is approaching a higher band, including writing and speaking assessments. Students, however, should be made aware that writing and speaking are assessed only in terms of .0 scores in the official IELTS marking system.

Score	Quick Description	Student action
CP 8.0 / 8.5 / 9.0	Expert/ Very Good User	The student is encouraged to maintain this standard of English and stretch themselves beyond the IELTS requirements via extension work or academic skills development.
CAE 7.0 / 7.5	Good User	The student's English work is of a high quality. Certain minor improvements can be made. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
CAE/FCE 6.5	Competent User	The work has been done well, but points may have been missed, or there may be some other clear problems with the piece. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
FCE 6.0	Competent User	The work is of minimum pass standard, but there are some serious errors or omissions. The student should look at, for example, any essay correction again, and make sure that all substantial points have been understood and are addressed in future work.
FCE 5.5	Modest User	The work has almost achieved a pass standard. The student should seek advice from their teacher and have specific targets to work on areas identified for improvement.
PET 5.0	Modest User	The student has language problems which should be addressed and may need to discuss a programme of extra work in the weakest areas, e.g grammar, vocabulary, with the teacher, if necessary, purchasing extra course books, e.g. Grammar in Use.
PET/KEY 4.5 / 4.0 or below	Limited User/ Extremely limited user	The student has serious language problems and should discuss a programme of extra work in the weakest areas, e.g. grammar, vocabulary, with the teacher, if necessary, purchasing extra course books, e.g. Grammar in Use. Additional English support classes should be requested.

