

Teaching Learning and Assessment Policy



Proverbs 18:15

An intelligent heart acquires knowledge and the ear of the wise seeks knowledge.

The Governors are committed to supporting the school in its endeavours and to ensuring that this policy is achieved in the light of its vision,

Derby Cathedral School is a community that welcomes students, families and visitors of all faiths and none. The diversity and richness of such a family brings depth and a vibrancy to our core. Underpinning and permeating our community are fundamental Christian values, of which we are proud. In line with the teachings of the Church of England we ask;

“for individuals to be the best they can be”.

We ask that all stakeholders of Derby Cathedral School uphold this philosophy through

their ACTIONS,

their ASPIRATIONS,

and their ACHIEVEMENTS.

Through our curriculum, our enrichment opportunities, our pastoral House programme, our guidance and our role modelling, we aim to enable all members of our community to fulfill and exceed their potential.

Policy Status	Date	Chair of Governors	Review Date
Approved by LGB	17/10/2019		Autumn Term 20

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Statement of intent

Every child has the right to the best possible education. We aim to ensure that all of our pupils, regardless of ability, special educational needs and disabilities (SEND) or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout Derby Cathedral School.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring and improving classroom practice.
- Ensure that the needs of all pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, deep, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately meeting the needs of all pupils regardless of their starting points.
- Establish areas for improvement.
- Enhance the professional development of staff.

1. Roles and responsibilities

1.1. The role of governors

Governors will receive reports from the headteacher and heads of departments and act upon areas identified as good practice and requiring improvement.

The governors will meet regularly and when discussing curriculum and standards will monitor progress against targets.

Governors could participate in discussion around teaching and learning to increase their knowledge of classroom activity. When discussing governors could:

- Experience the classroom environment.
- View recordings of lessons as appropriate.
- View samples of pupils' work.
- View records of achievement.
- Talk to pupils about their experiences.
- Talk to teachers about their experiences.
- Report their findings to the entire governing body.

1.2. The role of the senior leadership team

The senior leadership team will:

- Assess pupils' progress
- Take a general overview of the atmosphere in school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaise with parents to ensure needs are being met.
- Work in classrooms, including teaching, regularly.
- Carry out focussed classroom-based observations and activities.
- Review and comment on planning, including targets for improvement.
- Complete a self-evaluation to contribute to the "quality of education".
- Report on the quality of teaching and learning in the governors' report.
- Act as role models for teaching staff.

1.3. The role of the curriculum co-ordinators

Curriculum co-ordinators will:

- Assess pupils'
- Develop and review curriculum policies and schemes of work in collaboration with colleagues, to ensure the curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Take accountability for the progress of pupils in their given subject.

- Act as role models for teaching staff.
- Carry out focussed classroom-based observations and activities to monitor and improve the quality of education in their curriculum area.
- Report on the effectiveness of the curriculum to the senior leadership team and the governing body.
- Provide professional advice to the governors' curriculum and standards committee

1.4. The role of teachers

Teachers will:

- To ensure the teaching standards are met to maximise the progress of all pupils including those with SEND and vulnerable pupils.
 - Set high standards which inspire, motivate and challenge pupils.
 - Promote good progress and outcomes by pupils.
 - Demonstrate good subject and curriculum knowledge.
 - Plan and teach well-structured lessons.
 - Adapt teaching to respond to the needs of all pupils.
 - Make accurate and productive use of assessment.
 - Manage behaviour effectively to ensure a good and safe learning environment.
 - Fulfil wider professional responsibilities.
- Seek professional dialogue and constructive criticism from their curriculum co-ordinators.
- Review and evaluate their planning regularly.
- Set appropriate and challenging targets for pupils to ensure they are making adequate progress towards their target grade.
- Collaborate with colleagues to moderate pupil achievement.
- Involve parents and other professionals to maximise the progress of pupils.
- Complete an annual review assessing the progress of their pupils.
- Undertake a Teaching and Learning Action Plan at strategic points in the year as requested by SLT. E.g Data collection points, Lesson observation feedback, outcome of a work scrutiny.

1.5. The role of pupils

Pupils are expected to excel in their Actions, Aspirations and Achievements by:

- Producing work that is of an acceptable standard and reflects their ability in the subject.

- Being on time for school and lessons.
- Being prepared to learn.
- Being attentive.
- Storing personal belongings including coats and bags in appropriate areas.
- Listening to and following all reasonable instructions.
- Treating everyone with respect.

1.6. External monitoring

- A named senior school improvement partner from DDAT will work with the school on an annual cycle to monitor teaching performance.
- The senior school improvement partner will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it.
- The senior school improvement partner may undertake lesson observations as part of a CPD programme.
- In addition, Ofsted and SIAMS inspections, and DfE visits will be used to identify strengths and areas for improvement, and to develop an action plan for improvement.

2. Self-evaluation

2.1. Discussion with senior leaders

Senior leaders should discuss the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching and learning?
- What is being done to monitor teaching?
- Do members of staff consistently use prior attainment to ensure effective teaching and learning?
- Does the teaching reflect the school's Christian ethos?
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
- To what extent do teachers systematically use assessment within the lesson to identify misconceptions, provide clear and direct feedback?
- Do they respond and adapt their teaching as necessary?
- Are judgements based on the interpretation and evaluation of data and evidence?
- Are strengths and areas of improvement in teaching and management identified?
- Are teaching assistants deployed effectively to support learning?

- Do pupils work independently, co-operate to solve problems and develop workplace skills?
- Do pupils understand what they need to do to improve?
- What happens if pupils are absent or fall behind with their work? What support is in place to help them?

2.2. Discussion with pupils

The following questions should be discussed with pupils to assess the quality of teaching at the school:

- Do students know what they need to do to improve in the short, medium and longer term?
- Do pupils know if their attainment is in line with their target in each subject?
- Do pupils know what their teachers do to help them improve their work?
- Do pupils know their targets and what they mean?
- Do pupils know what happens if they are not making expected progress towards their targets?
- Are pupils able to show a piece of work that they are really proud of and justify their choice?
- Do pupils know how to improve their work? Do they have the opportunity to improve their work?
- What do pupils think about their homework?
- What do pupils think the school could do to make learning more enjoyable?
- What do pupils think the school could do to make learning more interesting for them?
- Which lessons make pupils think the most?

3. Learning environment

3.1. Setting the tone

The teacher will set the tone for the lesson with an appropriate activity and taking of the register. (see DCS Teaching and Learning Handbook)

3.2. Seating arrangements

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently. A seating plan should be available for those providing cover when the teacher is absent.

3.3. The classroom

It is imperative that the learning environment maximises opportunities to learn. Displays and keywords are changed regularly (see separate Display policy) and geared towards aiding learning, not providing distraction, where appropriate students work is celebrated. Key words are displayed and used to support learning. Learning environment should be free from clutter and arranged in a manner providing suitable space for all.

3.4 Our philosophy

Through our teaching philosophy, pupils are encouraged to:

- Fully participate.
- Ask inquiring questions.
- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

To encourage all pupils to contribute to lessons, teachers will:

- Adopt a range of questioning strategies and techniques so that all pupils are expected to contribute.
- Allow sufficient thinking time between questions to allow pupils to consider their responses.
- Staff will avoid closed questions and use Bloom's Taxonomy to ensure pupils have access to the higher order questions. (see DCS teachers handbook)
- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response.

We reward and recognise achievement in the following ways:

- Teachers praise more than criticise, using formal and informal approaches.
- The school formally rewards pupils in the following ways:
 - Merits (Bronze, Silver and Gold certificates)
 - Calling the pupil's parents praising the pupil
 - Postcards praising the pupils are sent home
 - Achievement assemblies
 - House Points
 - Posts of Student leadership
 - Participation in extra-curricular activities and trips

The teacher will ensure behaviour for learning is effective by:

- Ensuring teaching and learning is engaging and has effective level of challenge.
- Following the school behaviour policy consistently.
- Following the protocol for classroom expectations at DCS.
- Using non-verbal cues.
- Referring to the pupil by name.
- Quietly speaking to the pupil while the rest of the class is engaged.

- Giving the pupil a task to encourage responsibility.
- Reminding the pupil of the consequences that follow a poor choice.
- In exceptional circumstances, calling for support from another member of staff.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Have regular and consistent access to effective CPD.
- Have regular opportunities to share good and effective practice.
- Have adequate preparation, planning and assessment (PPA) time, as per the STPCD.
- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Are consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead and develop.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

4. Teaching strategies

4.1. The curriculum

We ensure the curriculum is broad, balanced and provides appropriate depth. It is open to all, allowing equal opportunities and reflects our Christian ethos and is supported by our commitment to a three year Key Stage 3. The subject curriculum that classes follow is designed and delivered in a way that allows pupils to transfer key knowledge to long term memory; it is sequenced so new knowledge and skills builds on what has been taught before and towards defined end points. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources.

While teaching the national curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

4.2. Planning and preparation

Schemes of work that are linked to the national curriculum, are clearly adhered to and will allow pupils to secure the skills and knowledge that is required within each phase. They are differentiated to clearly show how pupils of all abilities are catered for. Lessons have clearly identified aims and success criteria, showing continuity from one lesson to the next. In addition, lesson plans (see DCS Teaching and Learning Handbook) clearly show how

teaching assistants are deployed to enhance learning. Planning needs to consider how resources will engage pupils in their learning. The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the STPCD.

4.3. Delivery

Lessons are delivered in a confident, engaging style with good clarity and projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning needs. A range of lesson types are used to engage learners including practical, visual, dramatic, investigative and group work.

4.4. Resources

High quality resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning needs. Resources are shared between teachers and departments in order to facilitate good practice.

4.5. In-class support

Teaching assistants are effectively deployed to aid quality first teaching and positively impact progress. They are actively involved in the lesson to aid pupils' learning. They are, where appropriate involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND or academically more able pupils). In some circumstances, teaching assistants are utilised on a one-to-one basis with a child in need of support.

4.6. Pupil involvement

Pupils are provided opportunities to follow-up teachers' marking with questions. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The aim (purpose) of each lesson is explained at the start and is shared and referred to throughout the lesson.

4.7. High expectations

The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

4.8. Special educational needs and disabilities (SEND)

Pupils with SEND are treated as individuals in order to meet their needs. Every pupil is provided with the appropriate support. Teachers also discuss with the SENDCO and support staff the needs of individual children, in order to provide quality first teaching. In addition, teaching staff receive regular CPD regarding SEND and are able to refer pupils to the SENDCO via the school's SEND referral process.

4.9. Disadvantaged pupils

Teachers are aware that pupils who are disadvantaged are at risk of underperformance and are expected to positively discriminate to help to close any gaps in their learning. For

example teachers need to consider seating plans, questioning, marking and feedback, and roles and responsibilities.

5. Assessment

Teachers use assessment to check pupils' understanding in order to inform teaching. Teachers use assessment to help pupils to embed and use knowledge fluently, develop their understanding, and not simply memorise disconnected facts. Assessment helps to assist teachers in producing clear next steps for pupils.

5.1. Assessment information

End of Key Stage 2 data is used to inform targets and groupings of pupils. CAT scores and reading ages are used to further inform teaching and learning.

5.2. Formative assessment (assessment for learning)

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work for the pupils' continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify pupils' strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

5.3. Summative assessment (assessment of learning)

Summative assessment is important for:

- Accurate information regarding a pupils' attainment and progress.
- Informing both parents and teachers of a child's attainment and progress.

Summative assessments:

- Will be undertaken in line with the school calendar.
- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Provide information about cohort areas of strength and weakness to build from in the future.

- Are used to help determine a pupil's final grade.
- Are used to help judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

6. Individual learning

6.1. Responsibility of Teachers

The Teacher Standards and SEND code of practice set out the responsibility of teachers *to have a clear understanding of the needs of all pupils including those with Special Educational Needs, those of high ability, those with English as an Additional Language (EAL), those with disabilities and are able to use and evaluate distinctive teaching approaches to engage and support them.* This underpins the key message from the SEND Code of Practice 2015 that all teachers are teachers of SEND.

Teaching staff will receive regular CPD regarding SEND and are should refer pupils to the SENDCO via the school's SEND referral process. This will enable them to receive advice to ensure quality first teaching and appropriate differentiation.

6.2. EHCP's

Pupils that have an Education Health and Care Plan (EHCP) will receive support in order to meet the outcomes described in their plan. These plans are reviewed on an annual basis and liaison with all external agencies (eg NHS, Derby, Specialist Teaching and Educational Psychology Service (STEPS), Child and Adolescent Mental Health Service (CAMHS)), associated with the pupil is carried out as required via the SENDCO.

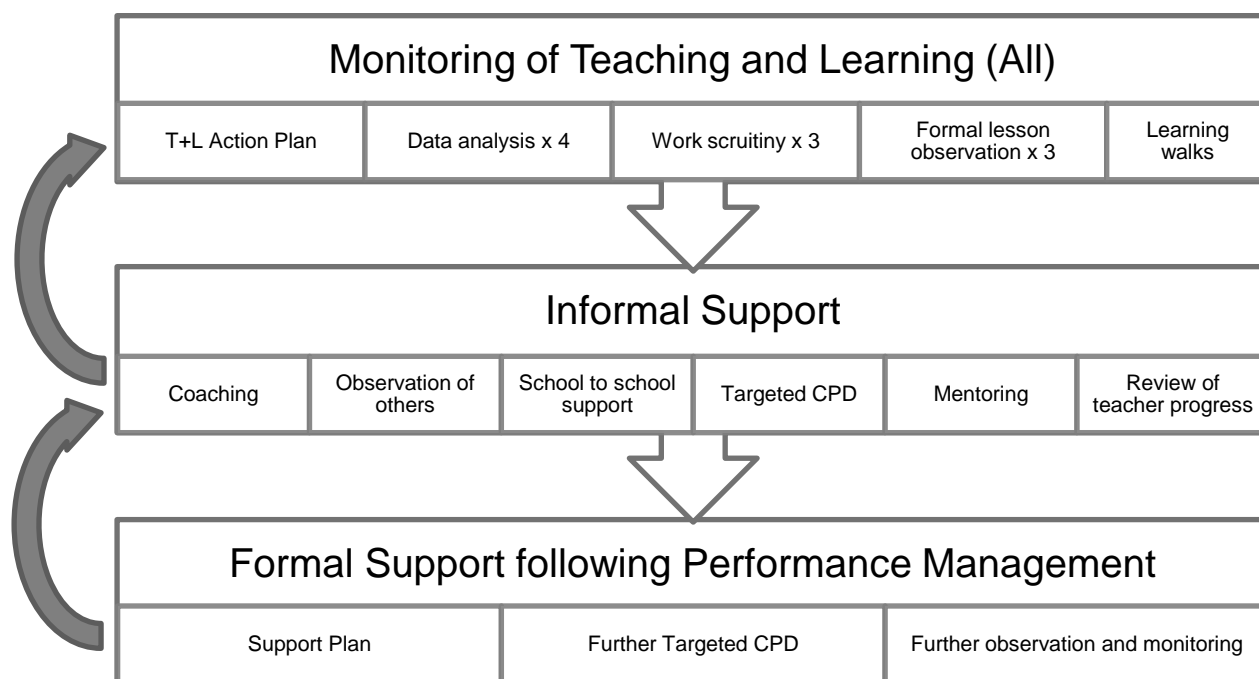
7. Support for teachers

7.1. Professional Development for all teachers

All teachers will have access to:

- Staff induction and INSET
- Teaching and Learning Action Plan (TLAP) following professional dialogue with line manager
- Whole school and department sharing of good practice
- Whole school CPD based on school priorities
- External CPD.
- City wide networks.
- Opportunities to moderate across DDAT
- Regular support from line managers
- Teaching and learning coach
- Internal and external expertise
- Adequate preparation, planning and assessment (PPA) time, as per the STPCD.

7.2. Quality Assurance and Targeted support



Monitoring of Teaching and Learning

- Discussions with external visitors when appropriate.
- Data analysis – data will be collected at four points throughout the year as per the school calendar.
- Work scrutiny – 3 x per year
- Formal lesson observation – 3 hours per year verbal and written feedback will be provided.
- Learning walks – this could be undertaken by any member of staff lasting no more than ten minutes. Feedback will be given

7.3. Informal Support

- Coaching
- Observation of other staff
- School to school support
- Targeted CPD
- Mentoring
- Review of teacher progress

7.4. Formal Support following Performance Management

- Support plan
- Further Targeted CPD
- Further observation and monitoring

8. Monitoring and reporting

This policy will be reviewed annually by the governing body.

The governor's annual report will contain updates and analysis regarding teaching and learning at the school.