

Chaucer School

A member of Tapton School Academy Trust

Teaching, Learning and Assessment Policy

Aims

Chaucer School seeks to create a positive learning environment where all members of the school community can learn together and achieve together. Quality First Teaching, Learning and Assessment is key in creating this environment and represents the school's core business.

- Every teacher takes full responsibility for meeting the teacher standards and improving the quality of teaching that students experience.
- Every teacher effectively plans and delivers lessons using student data and knowledge of students' different starting points.
- Every teacher consistently models and expects high standards of behaviour and conduct, and uses the 'Support For Success' systems.
- Every teacher recognises and rewards behaviour for success and the 5 Rs.
- Teachers support one another through on-going professional dialogue at every level.
- The quality of teaching results in higher student achievement and progress.

Mindframes for Visible Learning

The original Visible Learning research concluded that one of the most important influences on student achievement is how teachers think about learning and their own role.

In 'Mindframes for Visible Learning', John Hattie and Klaus Zierer defines the ten behaviours or mindframes that teachers need to adopt in order to maximize student success. These include;

- Thinking of and evaluating your impact on students' learning;
- The importance of assessment and feedback for teachers;
- Working collaboratively and the sense of community;
- The notion that learning needs to be challenging;
- Engaging in dialogue and the correct balance between talking and listening;
- Conveying the success criteria to learners;
- Building positive relationships.

These powerful mindframes, which should underpin every action in schools, are founded on the principle that teachers are evaluators, change agents, learning experts, and seekers of feedback who constantly engage with dialogue and challenge.

Communication

Communication is key to closing the disadvantaged gap for students at Chaucer. All curriculum planning has been reviewed and amended, focussing on intent, implementation and impact. All subjects have an explicit focus on developing

students' vocabulary and reading skills, because communication is key to success in life, and across subject disciplines.

ACE awareness and trauma informed classrooms

Building strong relationships between staff and students ensures positive climates for learning. Teachers are becoming more ACE (Adverse Childhood Experiences) aware. At Chaucer, we pride ourselves on having high expectations of our students but are also developing trauma led pedagogy to maximise all learning episodes for all students.

Progressive Feedback

The aim of feedback and time effective feedback is:

- To ensure that students are making progress in terms of knowledge and understand of subject content.
- To prepare students for summative assessment through the application of skills related to specific command words i.e. analysis and evaluation.
- To encourages students to take more responsibility and ownership for their learning

See the separate policy on progressive feedback for further details around the mechanics of feedback at Chaucer School.

Quality Assurance and Performance Management

All teachers are entitled to ongoing developmental feedback around their performance, to enable them to best meet the needs of Chaucer Students. Quality assurance can take many forms, including learning walks, in/formal lesson observation, work scrutiny, work sampling, standardisation of assessment, and moderation of assessment. Learning and progress can look different in different subject areas, and as such, quality assurance and ongoing professional development can also look different in different subject areas. However, regardless of the subject area, teachers will receive that ongoing support and challenge as needed.

Leadership Responsibilities

Securing quality first Teaching, Learning and Assessment represents the core purpose for leadership at Chaucer at every level.

Leaders at all levels have a responsibility to ensure:

- That quality-first Teaching, Learning and Assessment are delivered, or that steps are taken to secure rapid improvement where this isn't the case
- All teaching staff meet the teacher standards.

- Teaching, learning and assessment is the core focus of school CPD including the sharing good practice.
- All staff are equipped to monitor student progress and plan for improvement of teaching and learning in their subject area.
- All staff are equipped to produce and/or use high quality formative and summative assessments to allow for accurate reporting on student progress

Governance

The Teaching Learning and Assessment sub-committee receive a regular report covering the following areas:

- Quality Assurance
- Voice
- Attainment data

All available 'listening systems' and data-sets should inform amendments made to practice. All amendments made to practice should be evaluated for impact, using those 'listening systems' and data-sets. This process ensures an ongoing model of review and improvement.

Dissemination of Policy

New staff will be introduced to the contents of this policy as part of the induction process.

The policy will be available on the staff pack and on the school website.

Monitoring and Review of the Policy

Monitoring the success of the policy will be through analysis of:

- Student achievement and progress data.
- Trends in the analysis of teaching quality.
- Subject TLA reports.
- Learner experience reports.
- Quality of education reports.
- External assessments.

The policy will be reviewed every year, or in the light of changing government policy. The review will be led by the Teaching and Learning Leadership.