

# Seva School

## Teaching, Learning, Assessment and Feedback Policy



**2022-2023**

Policy last Reviewed	June 2022
Agreed by	PPSCS committee
Shared with staff	Annually
Next Review due date	July 2023

## **Teaching and Learning**

### **Intent**

A coherently planned curriculum, which is sequenced to maximise progress, knowledge retention and skill development delivered through quality first teaching, where assessment leads to ambitious outcomes for all learners. Our curriculum will develop character and virtue through the school's four SEVA standards, Service, Excellence, Virtues, Aspiration; six virtues: kindness, courage, honesty, tolerance, respect, responsibility and 5Ps prepared, polite, presentable, punctual and positive.

### **Implementation**

All subjects will follow the subject scheme of learning as defined for each year group: EYFS to Year 11 and across subjects from Year 1 to Year 11 as defined by curriculum and subject leads. EYFS will follow the new statutory framework September 2021.

Schemes of learning are strategically designed to build on prior learning with lessons that are sequentially planned so that students learn more and can do more as they progress. All students experience quality first teaching delivered through our Seva School rubric. The rubric provides structure to our teaching whilst allowing our teachers to be creative and personalise the learning to the needs of each student. It is based on an approach defined in Rosenshine's Principles of Instruction summarised as reviewing material, questioning, explaining, modelling and practice. This approach and others used in this document are advocated by research based on educational practices that have high impact results through encouraging long-term memory.

## The SEVA Teaching and Learning Rubric

**Do Now Task:** A short but challenging independent spaced retrieval activity with a focus on subject specific vocabulary. Can be for the whole class or set as a gap task from previous learning in books written by the teacher in pink pen. The Do Now task will be ready for students to access as soon as they enter the room either from the board or in their books.

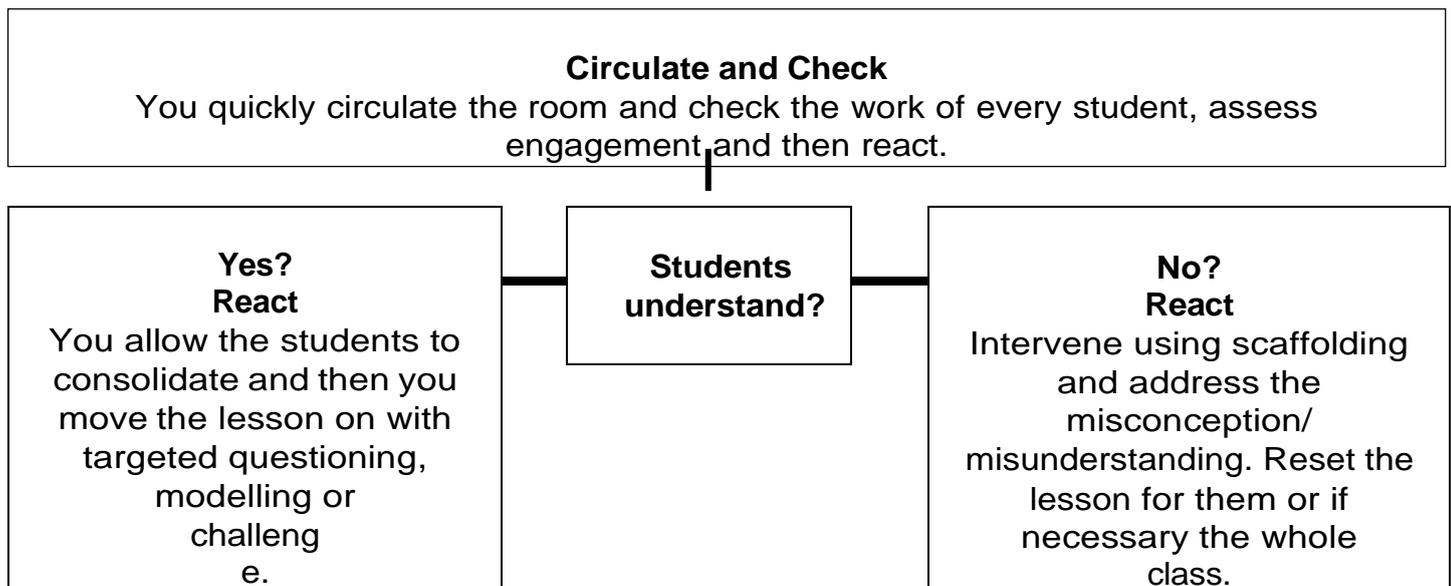
**Learning Objective** (written as LO: in the books to the left under the date): promotes challenge and provides a bench mark for measuring progress within a lesson and across lessons linking to the schemes of learning.

### Modelling:

- ✓ Teacher Input: I do
- ✓ Demonstration/Modelling: We do
- ✓ Application: You do

**Questioning:** Used skillfully to assess student understanding and to demonstrate teacher subject knowledge to move learning along.

### Circulate, Check, React



**Check and Challenge Task** – Consolidate, Review against LO and Challenge

### **Spaced Retrieval Practice:**

This is a learning technique, which requires students to rehearse information to be learned at different and increasing intervals of time. It's a great technique which helps students to be better prepared for assessments and exams as it removes the need for last minute revision and embeds revision as it goes along. At Seva all lessons start with a spaced retrieval practice Do Now task to review prior learning and train the brain to recall important information. There is a specific emphasis on revisiting the meaning of vocabulary that is specific to the subject. This is either displayed on the board as students enter the room or is set in their books as a personalised gap task based on assessment.

The benefits of Retrieval Practice are defined by Agarwal and Bain (2019), *Powerful Teaching: Unleash the Science of Learning* in which they site the following impact of a Do Now task.

- ✓ Improves retention
- ✓ Increases transfer of knowledge
- ✓ Identifies gaps in knowledge
- ✓ Metacognition and awareness
- ✓ Engagement and retention
- ✓ Increases effective study
- ✓ Preparation for class
- ✓ Mental organization
- ✓ Increases learning that is lost
- ✓ Reduces interfering information
- ✓ Embeds vocabulary

### **Independent Learning:**

Independent learning is a method or learning process where learners have ownership and control of their learning – they learn by their own actions and direct, regulate, and assess their own learning. Our teachers are preparing our students to become independent learners through their guided I do, we do, you do model technique. This technique enables students to develop a clear understanding of what a good response looks like. Our teachers move around the room constantly to review progress, provide instant feedback, model misconceptions and move learning on.

Students apply their new learning each lesson through the independent check and challenge task. Teachers will use the work completed in the check and challenge task to provide feedback and inform next steps for that student and class.

### **Feedback:**

Our students will be provided with regular and impactful feedback from teachers. We recognise the importance for students to have a good understanding of the progress they are making and the importance of having a skilled professional, who can model, scaffold and encourage through referencing small steps to help the student understand the learning and make progress within a lesson from their starting point. Students will value and benefit from this process as they evidence progress in their work is being made. We expect students to respond to feedback in a purple pen which teachers will read and acknowledge with green pen. This will provide a written dialogue

to teachers to reference in terms of how well a student has understood the learning and what the student needs next to make further progress. Refer to Feedback and Marking Policy.

## **Expectations:**

### **Our leaders will:**

- Quality assure schemes for learning are secure and they meet regulatory requirements.
- Ensure colleagues understand how knowledge, skills, understanding and vocabulary has been sequenced.
- Support their teachers to plan lessons mapped to the ability profile of their students and according to the specific needs of their students, for example, SEND and/or EAL.
- Monitor the quality of teaching and learning in line with the whole school quality assurance timetable.
- Share examples of good practice across lessons and subjects and from other schools for purposes of moderation.
- Secure validation of teacher judgements through a high productivity evidence base that is measured against the schemes for learning and assessment criterion of the subject.
- Provide quality feedback, informed by excellent subject knowledge and understanding of pedagogy to maximise the engagement of learning by all students.

### **Our teachers will:**

- **Role model the 4 SEVA standards Service, Excellence, Virtues, Aspiration. 6 virtues: kindness, courage, honesty, tolerance, respect, responsibility and 5Ps: prepared, polite, presentable, punctual and positive.**
- Demonstrate excellent subject knowledge and understanding of pedagogy to plan engaging, interactive and tailor-made lessons for our students.
- Closely monitor and assess student progress and deliver timely interventions.
- Introduce subject content progressively and constantly demand more of students.
- Create a positive and purposeful atmosphere that is conducive to learning for every child.
- Plan and deliver high quality lessons that stimulate student interest within the schemes for learning.
- Plan, deliver and evaluate the impact of enrichment on learning, for example, workshops, visits, visitors etc.
- Develop, consolidate and deepen students' knowledge.
- Support and challenge students to achieve their best.
- Clearly model expectations and indicate to students how to meet and exceed their objectives.
- Use questioning skillfully to embed and extend learning.
- Identify students' common misconceptions and act swiftly to ensure they are corrected.
- Hold and encourage constantly high expectations of all learners and their behaviour for learning to support them to achieve their best.
- Follow the feedback and marking policy.

### **Our students will:**

- **Strive to demonstrate and achieve Service, Excellence, Virtues and Aspirations.**
- **Demonstrate the 6 virtues of kindness, courage, honesty, tolerance, respect and responsibility.**
- **Be punctual, prepared, punctual, polite and positive.**
- Arrive to lessons on time, fully equipped and ready to learn.
- Actively engage with the learning, asking questions and suggesting ideas.
- Approach all lessons with a positive attitude and try their best.
- Listen carefully to and follow instructions to understand what is needed of them in a lesson.
- When stuck to ask Self, Partner, Other, Teacher (SPOT) in that order and use learning aides like dictionaries.
- Take pride in the presentation of their work and books.
- Complete all learning in the time given including homework.
- Strive for continual improvement.
- Respond to feedback.

### **Quality Assurance:**

The quality of teaching, learning and student engagement is monitored regularly through daily walkabout and weekly drop ins by leaders. Formal quality assurance is communicated through a staff calendar.

Moderation in school, across phases and across schools is built in to the staff CPD calendar.

## **Feedback and Marking**

### **Intent:**

- To provide effective feedback to pupils on their knowledge, skills and understanding to secure progress with in a lesson and over time
- To balance workload with impact for pupil progress by providing feedback and live marking within lessons and over time
- To actively engage pupils in their own learning through dialogue between them and their teacher and/or peers
- To enable pupils to assess their own work and progress accurately
- To empower pupils to improve their work effectively and evidence progress in their books
- To enable staff to reflect on the success of their lessons
- To enable staff to monitor progress and gain a firm understanding of where each pupil is at and how they are learning as well as their individual needs
- To inform planning, enabling the needs of all learners to be met.

## **Implementation**

### **Types of**

#### **Feedback:**

- Verbal praise
- Do Now tasks to start lessons
- Gap tasks in books
- Codes to be used for live feedback during lessons
- Peer or self-assessed feedback that is checked by the teacher
- Visualisers to deliver whole class feedback on an anonymous piece of work
- A WAGOLL or WABOLL to model feedback

#### **Types of Assessment:**

- Formative (Assessment FOR learning): effective formative assessment will encourage higher order thinking skills, critical thinking, reflection, consolidation and challenge. It will include effective and timely questioning, modelling, scaffolding, targeted questioning to consolidate and stretch thinking, debates and presentations. Information derived from this form of assessment will be used to inform next steps, Do Now, Gap tasks, plan lessons, plan interventions and embed progress.
- Summative (Assessment OF learning): Effective summative assessment will include the use of quizzes, tests, exams and application of learning through homework. It will be used to inform interventions and embed progress

Codes are to be used along with verbal feedback when live marking during lessons daily Pens:

Teachers use a green pen to provide feedback

Teachers use a pink pen to set a code and/or task for a student to respond

to in purple pen Pupils use a pencil or black pen for all writing in books and homework

Pupils use a purple pen to respond to a teacher's feedback written in pink

Teachers will close the loop on tasks written in pink, once the pupil has responded to them in purple, by using a green pen to tick the response. If the pupil has not responded accurately the teacher will either set up a further follow up task or provide verbal feedback to ensure any misconceptions have been addressed.

*Code and the colour pen used	Meaning of the code	Examples of intended progress to be made by pupils from the feedback
LO✓ ✓	Learning objective achieved independently	The ticks would be placed in the margin next to the LO
LO✓	Learning Objective achieved with some support	The tick would be placed in the margin next to the LO
P✓✓	Exemplary presentation	Date and LO written to the left. Writing starts and stays to the left. Handwriting is legible.
P✓	Presentation needs attention	Give an example of what is acceptable for the position or spelling of the date and LO or if handwriting then give an example of a correctly formed letter, word or number for the student to copy and apply.
•	Incorrect work	Give an example of what is correct and an example for the pupil to respond to and teacher to close the loop on.
Sp	Spelling	Use a dictionary to find the correct spelling or give the correct spelling and the pupil to write it out 3 times
P	Punctuation	Model the correct use of punctuation. Give an example of it being used correctly. Give an example of an incorrect use of punctuation for the pupil to correct.
Gr	Grammar	Re-read and correct the grammar. Give an example of it being used correctly. Give an example of an incorrect use of grammar for the pupil to correct.
T	Tense	Re-read and correct the tense together. Model the correct use of tense. Give an example of an incorrect use of tense for the pupil to correct.

V	Vocabulary	Re-read and choose a more appropriate word. Use a word bank, or thesaurus. Does the sentence still make sense?
/	New sentence needed	Explain why
//	New paragraph needed	Explain why
^	Missing word	Re-read and correct.
→	Gap task	Give an example that will help the pupil to consolidate the learning or challenge them to the next step in their learning.

*\*the codes have been differentiated for years EYFS to KS2, which are stuck in books*

## **Frequency:**

KS3: A minimum of 2 pieces of work to be assessed “in depth” each half term for core subjects (English, Maths and Science). A minimum of 1 piece of work to be assessed each half term for all other subjects. This in-depth marking would result from work set in class. The use of codes for live feedback and marking is ongoing and can be used daily. This will be evident in books.

KS4: A minimum of 2 pieces of work to be teacher assessed “in depth” each half term per class and subject. This in-depth marking would result from work set in class. The use of codes for live feedback and marking is ongoing and can be used daily. This will be evident in books.

EYFS, KS1 and KS2 – Use of codes for live feedback and marking is ongoing and can be used daily, gap tasks and in depth marking of initial drafts of extended writing in all subjects to be completed more frequently in English and once a term in other subjects. This will be evident in books.

For PE and music, initial observations will provide a baseline for each unit of study and verbal feedback will allow students to progress over the course of a half term. Recorded observations will measure progress across a half term.

Mark mini tests after each unit of work and go over common errors made in class within a week of them taking the test. Use to inform next steps and planning.

Analyse in depth which questions each pupil could not answer correctly in tests and exams and address these misconceptions in subsequent lessons or via small group intervention.

A variety of evidence will be used to inform judgements termly. For example, STEP (KS3) or Grade (KS4). In years EYFS, KS1 and KS2 Target Tracker statements will inform assessments.

## **Quality Assurance:**

The quality of feedback, marking and student engagement is monitored regularly through daily walkabout and weekly drop ins by leaders. Formal quality assurance is communicated through a staff calendar.

Moderation in school, across phases and across schools is built in to the staff CPD calendar.

## Assessing progress:

For primary assessment, the school utilises Target Tracker for recording and analysing internal data and Cornerstones Assessment Suite for summative assessments which inform teacher assessments.

### Target Tracker

Attainment scores make use of a banding system. At the end of an academic year the below shows how this links to national expectations (year 6 example):

Year group followed by band-

6s+ working at greater depth

6s working at the expected standard

6w+ working towards the expected standard

6w working towards the expected standard

6b+ working below the expected standard

6b working below the expected standard

### Cornerstones Assessments

At the end of each term, primary pupils complete Cornerstones summative assessments. The results are used to inform the Target Tracker bands achieved for each pupil. The below shows how the Cornerstones results link to national expectations:

80% or above working at greater depth

50-79% working at the expected standard

20%-49% working towards the expected standard

19% or below working below the expected standard

### KS3:

On joining KS3 students will be given an expected grade for each of their subjects, this is based on their KS2 data along with baseline assessments. The student is expected to maintain this grade during KS3. The expected grade is calculated using aspirational conversions from KS2 scaled scores. If a student joins us without KS2 data we will set them internal baseline assessments to establish an expected grade. (See table below)

Students will be expected to maintain their expected grade throughout KS3, this is not a trajectory model whereby students are expected to move up in sub grades. As this is an aspirational target if a student is able to maintain this grade this would show they are making the expected progress towards achieving that grade at GCSE. At each data drop teachers will use in class assessments and data to apply grade descriptors in their subjects to judge progress. This will then be recorded in the following way:

Progress	Definition
Working at greater depth	One grade or more above the Expected grade
Working at the expected standard	Maintaining the expected grade
Working towards the expected standard	One grade below the expected grade
Working below the expected standard	More than one grade below the expected

KS2 Scaled score	KS3 expected grade
117 – 120	9
115 – 116	8
110 – 114	7
107 – 110	6
100 – 106	5
96 – 99	4
90 – 95	3
80 – 89	2

**KS4:**

Students will be giving target grades which are aspirational targets set using FFT. Students will then be monitored against these targets by class teachers who will use in class assessments, end of topic tests and mocks to track progress. At each data drop teachers will input a working at grade which is the grade the student is currently working at, along with a most likely grade which is a prediction using the information available to the teacher along with their professional judgment of what grade the student is likely to achieve at the end of KS4.