

## Statement of Policy

### LEARNING AND TEACHING

*[Reviewed and agreed at Governors' Curriculum Committee meeting held on 19<sup>th</sup> February 2008 and Standards and Achievement on 14<sup>th</sup> November 2011]*

This policy should be read in conjunction with those on:

- Equal Opportunities
- Racial and Ethnic Diversity
- Special Educational Needs
- Disability Discrimination Act

#### **1.0 Learning and Teaching in the Classroom**

1.1 The College recognises that its primary and most important function is to develop the learning of all those in its care. Whilst it does not necessarily follow that good teaching leads to good learning, it is clearly more difficult to achieve high levels of learning without it. Thus the importance of teaching staff continuing to develop their skills as educators, and reviewing their teaching to accommodate different learning styles so they can deliver lessons which are vibrant, stimulating and enjoyable is central to this policy. However, the conditions in which learning takes place are also of considerable importance, hence the College's rolling programme of refurbishment, a commitment to keeping up with new technology (e.g. inter-active whiteboards) and a focus on the classroom as a learning tool through, for example, display of quality work, keywords and criteria for improvement.

#### **1.2 Key learning principles:**

- 1.2.1 *there is no known ceiling to achievement --- skills, knowledge and understanding can be developed; underachievement must be challenged*
- 1.2.2 *students should be taught how to learn and how to reflect on their learning*
- 1.2.3 *each student must know what to do in order to improve and how to do it --- high expectations on their own are not enough*
- 1.2.4 *every student has the right to be successful and the ability to achieve; achievement must be recognised and celebrated*
- 1.2.5 *consistency of experience is fundamental --- we are a team and consistency makes us greater than the sum of our parts.*

#### **1.3 Based on these principles, the College has the following minimum expectations of lessons:**

- 1.3.1 *learning objectives will be shared at the start of the lesson with all students, preferably in written form on the board or as part of an electronic presentation*
- 1.3.2 *there will be a distinct starter activity which will usually refer back to the learning of the previous lesson*
- 1.3.3 *there will be a plenary, usually, but not always, at the end of the lesson, which will re-address the learning objectives and allow the teacher to assess the learning and plan for the next lesson*
- 1.3.4 *all students will follow the published classroom code which has at its centre respect for others, allowing teachers to teach and students to learn*
- 1.3.5 *the teacher will take into account the learning styles of the students and ensure that the needs of visual, auditory and kinaesthetic learners are met as well as those whose preferred style is the written word*
- 1.3.6 *the principles of AfL (Assessment for Learning) will be adopted into classroom practice, in particular self-assessment procedures which encourage independent learning*

- 1.3.7 *where appropriate, opportunities to use ICT and the new technologies will be incorporated into lesson planning*
- 1.3.8 *differentiation will occur as appropriate to the make up of the group at both ends of the ability range*
- 1.3.9 *the principles of equal opportunities for all will be observed along with the ECM agenda (Every Child Matters) to ensure that all students have access to the curriculum*
- 1.3.10 *the classroom will be a safe and positive learning environment*
- 1.3.11 *resources will be prepared with sensitivity towards individual situations and will challenge racial, cultural, religious, gender, sexuality and disability stereotypes in order to meet the requirements of the equal opportunities policy*

1.4 The way that these principles and expectations are put into practice is developed below.

## **2.0 Learning to Learn**

2.1 Learning and teaching are interactive. It is important that we teach students how to “learn to learn” in order to become independent learners and develop skills for life-long learning. It must be made explicit to students what they need to do to be successful in their learning. This could include:

- 2.1.1 discussions with students about their learning
- 2.1.2 explanation (by teacher, between students, by students to whole group)
- 2.1.3 scaffolding (writing frames, sentence starters)
- 2.1.4 modelling (sharing students’ work, working through examples, guided writing, sharing planning and demonstrations)
- 2.1.5 developing effective study skills (e.g. memory techniques such as mnemonics, narratives and visual pictures, mind-maps, storyboards, note-taking, summarising)
- 2.1.6 formative feedback and target setting on how to improve.

## **3.0 Learning objectives must be shared and reviewed**

3.1 If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing objectives allows students to engage with the process of learning.

3.2 Teachers must make the learning objectives explicit to all students. This will usually happen at the beginning of the lesson but could happen at other stages in the lesson. This can be done in a variety of ways:

- 3.2.1 written or projected onto the board
- 3.2.2 orally (though this is best done in combination with the above)
- 3.2.3 written by students in their books
- 3.2.4 printed on handouts.

3.3 These objectives should be revisited during the lesson as mini-plenaries, as well as at the end of the lesson in a final plenary. This can be done in a variety of ways:

- 3.3.1 students review their learning against the lesson objectives
- 3.3.2 teacher questions with differentiation by questioning
- 3.3.3 students record 2 key points (individually or in pairs).

3.4 Other ideas for plenary activities are available on the G drive.

## **4.0 The Structure of Lessons**

4.1 Clearly structured lessons promote learning.

4.2 Lessons must have a clear start. This will include starter activities such as brainstorming, demonstrations as well as a review/recap of previous learning (again, there are further ideas for starters available on the G drive). The setting of homework should normally take place in the first part of the lesson and be revisited at the end. ***Setting homework at the end of the lesson discriminates against students with learning difficulties.***

4.3 Lessons must have a clear finish which will include a review of learning objectives (see above) but may, also, include quick fire questioning to correct misapprehensions and a preview of the next lesson.

## **5.0 Activities should be varied, purposeful and appropriate to the needs of all students**

5.1 Students learn in different ways. Recognising this and planning for it provides stimulus and is inclusive:

5.1.1 a range of teacher led and student centred activities should be used

5.1.2 teachers should use a range of teaching strategies to take account of learning needs of all students; when planning lessons, teachers should aim to include activities which appeal to visual, aural, kinaesthetic and read-write learners; although more recent research suggests that learners do not fall as easily into these categories as once thought, it also shows that operating with a range of teaching styles helps to reinforce the learning for all

5.1.3 Students must have the opportunity to work in a variety of ways, such as individually, in pairs, small groups, whole class situations.

5.2 Differentiation is a powerful tool for student learning in the classroom and at home. This will take many forms and can include:

5.2.1 differentiation by outcome

5.2.2 differentiation by task

5.2.3 differentiation by question

5.2.4 developing and adapting resources to both support and extend students taking into account all students' needs

5.2.5 the use of student groupings.

## **6.0 Achievement must be recognised and rewarded**

6.1 Student achievement must be celebrated. This can be done in a number of ways:

6.1.1 use of credits, according to policy

6.1.4 displaying students' work (on display boards, on plasma screens)

6.1.5 sending students to the head of department or leadership to show good work.

## **7.0 Underachievement must be challenged**

7.1 All students are capable of achievement and underachievement. Identifying and challenging underachievement is the responsibility of all teachers. The aim of a teacher is to initiate change, not to process underachievement. High expectations are not enough on their own; action is needed to ensure they are met.

## **8.0 Identification**

8.1 teachers must familiarise themselves with relevant data as it becomes available (for example, NFER CAT scores, target grades) and use this to inform expectations and monitor progress

8.2 relevant data should be shared with students; in particular, they are expected to know their target grades

8.3 teachers must address barriers to learning which may prevent students from achieving, such as passive behaviour or lack of confidence

8.4 teachers must be aware of other factors, such as SEN, EAL and GT needs as well as any social and emotional influences that may affect learning

8.5 regular department discussions must focus on promoting achievement and result in actions that challenge underachievement.

## **9.0 Challenge**

9.1 Subject teachers should:

9.1.1 talk to students about their learning in order to establish reasons for any underachievement

9.1.2 recognise and celebrate subsequent progress

9.1.3 use appropriate sanctions when work or behaviour fails to meet an acceptable standard, following the "Right to Teach, Right to Learn" procedure

9.1.4 give regular short term, achievable targets which should be recorded in writing.

## **10.0 Heads of Department should:**

10.1 ensure schemes of work and assessment tasks are appropriate, rigorous and sufficiently challenging, that these are regularly reviewed and their implementation is monitored

10.2 regularly lead the department in levelling work against age related expectations

10.3 monitor and track the progress of individuals and groups of students against relevant data; this needs to be done following the analysis of the weekly progress data in liaison with line managers

10.4 use appropriate actions to support students and staff in challenging underachievement.

### **11.0 Teachers must ensure a purposeful learning environment is maintained**

11.1 The way in which teachers manage the classroom will have a significant effect on students' learning and behaviour. Students learn and progress in a structured and stimulating environment:

11.1.1 punctuality and regular attendance are essential for staff and students

11.1.2 teachers should not sit working on laptops during lessons; working on e-mail or other administration tasks must be avoided

11.1.3 an electronic register must be taken for every lesson at the start of the lesson; in the event of computer problems, a paper register must be taken and handed to the Attendance Officer. The electronic register must be updated as soon as is possible

11.1.4 any absence from a lesson when the student is recorded as being in College should be reported to the attendance officer

11.1.5 students must enter and leave the classroom in an orderly way at the instruction of the teacher

11.1.6 teachers must dismiss students in time for their next lesson

11.1.7 the seating of students is very important and must be at the direction of the teacher; the College policy is that boy/girl seating should be used unless there is a very good reason not to (e.g. large gender imbalance in the class); strategic seating can challenge underachievement and promote learning; teachers should have a seating plan for every class kept in the relevant file for each room

11.1.8 lessons must last the full duration and students must not be dismissed early

11.1.9 teachers should ensure that classrooms are left clean and tidy; if furniture is moved, it should be returned to its original position; any damage should be reported immediately to the site team, and where this is deliberate, students should be reported to the head of department for appropriate sanctions

11.1.10 teachers are responsible for managing stimulating displays which should be changed regularly.

### **12.0 Homework**

12.1 As a College, we believe in the importance of developing independent learning in students at home. Students are therefore expected to do homework for the following purposes:

12.1.1 to develop an understanding that learning can and does take place without the direct supervision of a teacher

12.1.2 to provide time to broaden and develop their understanding of subjects and develop research skills

12.1.4 to review learning so that it is consolidated and the student is better prepared for examinations

12.1.5 to develop skills needed to go on to FE/HE, such as organisational skills.

### **13.0 Use of Learning Time at Home**

The use of learning time falls into two categories:

1. Homework tasks that have been set by the College
2. The students taking it upon themselves to develop their knowledge and understanding of a subject by taking personal responsibility for some part of their own learning.

### **14.0 Types of activities that can be undertaken as part of learning at home**

#### **14.1 Tasks set by the College**

14.2 These can include the following:

14.2.1 tasks to be completed over a short period of time with a specific handing-in date. Such tasks will include:

- a specific homework exercise based upon material already in the student's book, or in a textbook that is used at home or is part of an information sheet provided to the student
- an activity that may involve research using the internet or the College's learning resource centre

- revision of material in preparation for a test

14.2.2 an extended piece of homework which will involve student research to produce a piece of work of greater substance than would be expected from a single homework:

- review and consolidation of work already covered during the course, perhaps presented in the form of a revision guide
- a project or portfolio completed alongside the but independent of the classroom teaching.

14.3 Tasks requiring independent learning

14.3.1 The development of the skill of independent learning depends upon a partnership between the College, the student and parent/carers.

14.3.2 The purpose of independent learning is an expectation that students will use some of their learning time at home to begin to develop the skills of managing their own learning.

14.3.3 For its part, the College will inform students and parents of appropriate resources for independent learning, such as the internet. The student's responsibility is to identify time during the course of the week when s/he will carry out independent learning.

14.4 Independent learning tasks could include:

14.4.1 reading through work covered earlier in the course to ensure that the work is understood

14.4.2 making use of textbook to revise a topic that has been covered in school

14.4.3 using a learning site such as SAM Learning, the BBC Bitesize site to revise a subject.

## 15.0 Guidelines for teachers

15.1 As a College, we will set homework, appropriate to the ability of students as follows:

15.1.1 one homework must be set per week where there are two or more hours of teaching scheduled for that subject

15.1.2 one homework must be set every other week for subjects which see students only once a week

15.1.3 the type of homework can be any of the topics suggested above

15.1.4 the homework must be used to further or consolidate students' learning

15.1.5 we should not set homework which requires specialist equipment to complete it.

15.1.6 all homeworks must be written in the planner

15.1.7 where a piece of homework or coursework requires several homeworks, the teacher must ensure that this is written in the planner at least once per week.

15.2 It is the responsibility of each teacher to check the homework has been written in the planner. Teachers can do this by simply asking students to hold the planner up once the homework has been written down or insisting on seeing the planner as students leave the room. Students will be encouraged to note in their planner where they have carried out independent learning at home so this can become part of monitoring by both parents and the College.

## 16.0 Failure to complete homework

16.1 We lose a lot of valuable teacher time in chasing up homework that has not been done. This is demoralising for staff and not the most productive use of their time. We also have a shorter lunch hour and it is unrealistic in the time available to expect departments to be running lunchtime detentions for students who fail to hand in homework. Most departments are spending lunch periods running clinics/revision sessions/coursework catch-up sessions. If teachers are to give up the reduced and valuable lunch break, then it should be for activities that improve work rather than punitive activities of detentions.

16.2 The following actions will be implemented where students fail to complete normal homework. Where we are dealing with homework that relates to assignments or coursework for public examinations, then the school will inform the parents on one occasion only that their son/daughter is failing to stay on top of their coursework.

- 16.3 We take the view that parents must be a part of the homework process and that if we are to be effective in improving the completion of homework, then we must involve parents. This will be done through the following stages:
- 16.3.1 Students who fail to do homework will need to fill in a letter given to them by the subject teacher stating why they have failed to complete the work set. If this is repeated then the student will fill in the reason why they have again failed to complete their homework. This letter will then be given to a member of the administrative staff to post home to parents.
  - 16.3.2 If this failure to complete homework persists, then the member of staff will inform the HOY who will send a further letter home asking for parental support.
  - 16.3.3 If this persists then the HOY will invite the parents to attend a meeting to discuss the issue.
  - 16.3.4 If there is still not an improvement then the HOY will inform the student and parents that this will have a long term impact on their learning and that we cannot be responsible for outcomes with regards to examination results; in a reference, the College may state the student has not shown the ability to work alone and unaided and that personal organisation is poor.
- 17.0 Controlled Assessment/Coursework (Points 17-13 of this policy cover both Controlled Assessments and Coursework)**
- 17.1 Controlled Assessment is an essential element of the GCSE examinations and as such we have a responsibility to ensure the students are given the opportunity to reach their potential in this area. Our purpose must be:
- 17.1.1 to optimise the potential of all KS4 students and thus raise standards
  - 17.1.2 to generate a positive work ethic
  - 17.1.3 to train students to have ownership of their learning and progress.
- 18.0 Leadership will ensure:**
- 18.1 the College organisation and ethos supports Controlled Assessment success
  - 18.3 opportunities for students to develop study skills are given (e.g. through Study Skills days)
  - 18.4 parents are sent a Controlled Assessment guide.
- 19.0 Heads of Department will ensure:**
- 19.1 Controlled Assessment regulations and information is available to teachers
  - 19.2 Controlled Assessments are stored securely
  - 19.3 Controlled Assessments are marked and moderated according to examination board regulations
  - 19.4 strategies to support Controlled Assessment are in place
  - 19.5 departmental self-evaluation of Controlled Assessment delivery and standards are carried out.
- 20.0 Teachers will ensure:**
- 20.1 they are aware of the examination criteria for Controlled Assessment
  - 20.2 students are informed of the Controlled Assessment criteria
  - 20.3 students are informed of the Controlled Assessment weighting
  - 20.4 students are informed of submission dates and final deadlines as early as possible
  - 20.1.5 the procedures for failing to complete Controlled Assessments, or completion at an inadequate level for ability, are followed.
- 21.0 Students will ensure:**
- 21.1.1 they take responsibility for the quality and completion of Controlled Assessments
  - 21.1.2 submission dates and final deadlines are met.
- 21.2 Meeting Controlled Assessment deadlines is essential and therefore it is crucial we create the climate in which students understand its importance. We can do so by:
- 21.2.1 ensuring submission dates\* and deadlines\* are strict
  - 21.2.2 submission dates are set prior to final deadlines where appropriate
  - 21.2.3 Controlled Assessment style tasks are set in KS3 to train students to meet deadlines
  - 21.2.4 clear guidance through Controlled Assessment booklets and leaflets are given to inform students and parents of the demands for each subject
  - 21.2.5 departments provide support with planning
  - 21.2.6 'calendars' of submission and deadline dates are posted on classroom walls

- 21.2.7 heads of department taking a lead role in collecting in Controlled Assessments so it is seen as high profile
- 21.2.8 not taking students out of other lesson for Controlled Assessment catch up.

*\* Submission date: a date set by the class teacher for when a Controlled Assessment or section of Controlled Assessment needs to be completed; this is to enable interim monitoring of the quality of the Controlled Assessment.\**  
*Final deadline: the date by which Controlled Assessment must be handed in and no further work can be accepted; this allows time for processing the work as required by exam boards.*

## 22.0 Other strategies to support successful Controlled Assessments might include:

- catch up clinics
- meetings with parents
- building into plans opportunities for improving Controlled Assessment through clear target setting
- referring to mentoring team
- clinic cards
- identification of those who may miss submission dates and deadlines
- action for underachievement /failure to complete outlined procedure
- not writing students off.

## 23.0 Procedures for failure to complete Controlled Assessments, or completion at an inadequate level

23.1 A teacher recognising that a student is at risk of missing a Controlled Assessment submission date, or is likely to present work below his/her potential, should:

- write a note in the student's planner to parents/carers, arranging for the work to be completed at a specific time e.g. department clinic or study club in the LRC; it is good practice to follow this up with a telephone call home.

23.2 If the student then misses the internal submission date, the teacher should:

- refer to Head of Department, who will send a letter home requiring the controlled assessment to be completed.

23.3 If the student still fails to complete a controlled assessment the head of department should inform their line manager.

23.4 It is important that this whole process is completed **before** the deadline for moderating and sending work to the examination board,

## 24.0 Setting Arrangements

24.1 The College allows for setting according to ability and will provide facilities for those departments who wish to set. It is recognised that certain departments may not wish to take advantage of this facility and will teach in mixed ability groups. ***All departments are expected to review their sets on a regular basis and to inform parents/carers and the College administrator of any movement of students at least a week before the planned change is implemented.***

24.2 The following subjects currently teach in half year blocks throughout **KS3** and their setting arrangements are:

- **Mathematics:** set by ability
- **English:** set by ability
- **Science:** one top set in each half year in Y9. The other sets are mixed ability.
- **Modern Languages:** French in mixed ability tutor groups year 7; from Year 8, in each half year, approximately half of the students follow French and German and the remainder follow French and basic skills; all are set according to ability
- **Humanities:** mixed ability tutor groups year 7, and from Year 8, one top set and 2/3 parallel sets
- **Technology:** sets by ability from year 7; because of safety regulations, technology classes are smaller than others, and there will usually be one additional class on each half year
- **Games/P.E.:** single sex groups with boys and girls from two tutor groups combined.

24.3 **Art, Business Studies, Drama and Music** are taught in tutor groups in years 7, 8, and 9 and students make a choice of two from the 3 arts based subjects.

24.4 In **KS4**, core subjects (English, Mathematics, Science) will set by ability across the whole year group. PE create single sex groups from those sets. All other subjects are taught in option groups which are self-selecting with guided choice. Where possible, and if desirable, within the option columns, subjects may set.

## **25.0 Assessment**

25.1 Assessment is an integral part of teaching and learning. It is a continuous process designed to allow a review of the learning of students, and enable their progress to be developed and monitored. Assessment will include both formative assessment( i.e. assessment 'FOR' learning) and summative assessment i.e. assessment 'OF' learning.

## **26.0 Aims for teachers:**

- 26.1 to be an integral part of the teaching and learning process
- 26.2 to offer all students an opportunity to show what they know, understand and can do
- 26.3 to help students to understand what they need to develop in the future ( Skills and knowledge and understanding)
- 26.4 to recognise that the National Curriculum does not encompass all learning and that there is the wider curriculum and students' personal and social development (SEAL) which is not always quantifiable
- 26.5 to be based on a considered view of what learning should be assessed in each subject or area of experience
- 26.6 to relate assessment to shared learning objectives
- 26.7 to advance the learning process by being assessment for learning as well as assessment of learning
- 26.8 to enable planning to be more effective and focussed on learning outcomes
- 26.9 to help involve parents/carers in a dialogue about their child's progress
- 26.10 to evaluate work and set appropriate targets as a result
- 26.11 to provide individual teachers, teams of staff and the school as a whole with information to improve the quality of education they provide
- 26.12 to be manageable and efficient
- 26.13 to meet statutory requirements
- 26.14 to be consistent within and between departments
- 26.15 to reflect on progress.

## **27.0 Aims for students:**

- 27.1 to provide feedback about their achievements and areas for development so that they can become more effective learners
- 27.2 to encourage and motivate them to achieve their full potential
- 27.3 to develop the skills and opportunities to become independent learners
- 27.4 to develop responsibility for their learning
- 27.5 to enable them to take responsibility for their learning
- 27.6 to encourage opportunities for dialogue between the teacher and learner (both oral and written feedback)
- 27.7 to ensure that assessment practice adheres to the equal opportunities policy of the school.

## **28.0 Assessment for Learning**

28.1 Classroom based research has shown that assessment for learning makes a difference to both students attainment and their levels of engagement and motivation. The following points have been identified as the key characteristics of effective assessment for learning.

### **28.2 Assessment for learning:**

- 28.2.1 is embedded in a view of teaching and learning of which it is an essential part
- 28.2.2 involves sharing learning goals with students
- 28.2.3 aims to help students to know and recognise the standards they are aiming for
- 28.2.4 involves students in peer and self-assessment
- 28.2.5 provides feedback which leads to students recognising their next steps and how to take them
- 28.2.6 involves both teacher and student reviewing and reflecting on assessment data.

### **28.3 This may be done by:**

- 28.3.1 observing students, including listening to how they describe their work and their reasoning
- 28.3.2 using open questions, phrased to invite students to explore their ideas and reasoning
- 28.3.3 setting tasks ways which require students to use certain skills or apply ideas
- 28.3.4 asking students to communicate their thinking through media such as drawings, artefacts, actions, role play and concept mapping, as well as writing
- 28.3.5 discussing words and how they are being used

- 28.3.6 ensuring students are aware of the success criteria before attempting a piece of work
- 28.3.7 clearly linking assessment to the learning objectives of the lesson.

## **29.0 Departmental assessment procedures should:**

- 29.1 be based on whole College policy
- 29.2 be based on clear curriculum intentions
- 29.3 play an integral part in teaching and learning activities
- 29.4 be formative: to enable positive achievements to be recognised and discussed and the appropriate next steps planned
- 29.5 be diagnostic: to enable the identification of learning difficulties and identify strategies to provide support and guidance, and to inform planning at individual, class and department levels
- 29.6 be summative: to enable the recording of achievement in a systematic way
- 29.7 be appropriate to the task
- 29.8 focus on learning experiences as well as learning outcomes
- 29.9 draw upon a wide range of evidence
- 29.10 place achievement in context
- 29.11 indicate strengths and identify weaknesses
- 29.12 involve students in reflection and review.

## **30.0 Each department will use the whole school tracker system. Heads of Department will ensure that this is set up correctly and monitored by them with their line manager. Departmental recording procedures should:**

- 30.1 be based on whole school tracker
- 30.2 be ongoing and cumulative
- 30.3 be an accessible and useful format for a range of uses e.g. future planning, consultation evenings, pastoral use, setting, forwarding to other schools etc
- 30.4 be based on evidence taken from a variety of assessment tasks
- 30.5 show the attainment of each student in relation to relevant criteria.
- 30.6 be of a frequency to meet College and departmental deadlines
- 30.7 be an integral part of reporting to parents

## **31.0 Monitoring assessment**

- 31.1 Heads of Department with leadership link will monitor the quality of marking and assessment across the department.
- 31.2 Heads of Year with their relevant senior link manager will monitor the quality of students work and planners.

## **32.0 Marking**

- 32.1 The purpose of marking is:
  - 32.1.1 to acknowledge and record achievement and progress
  - 32.1.2 to inform accuracy, understanding and effort
  - 32.1.3 to reward and encourage students and give feedback to them and their parents
  - 32.1.4 to clearly identify how the student can improve by setting clear learning targets
  - 32.1.5 to provide a diagnostic tool for lesson planning as part of the formative assessment process
- 32.2 Marking therefore needs to:
  - 32.2.1 fulfil the purposes outlined above
  - 32.2.2 provide for a consistency of approach across departments
  - 32.2.3 ensure the system is easily understood by both students and parents
  - 32.2.4 be sensitive to the needs of the individual student
- 32.3 As a minimum requirement every student can reasonably expect their written work to be marked at least once within a three week period and returned within a week. Where the marking covers more than a single piece of work, this should be initialled and dated at the end.
- 32.4 Much, *though not all*, of this marking may simply be a tick on each page to acknowledge that work has been completed. Where there are clear concerns e.g. incomplete or untidy work this may be followed up verbally and a simple comment "see me" would suffice.
- 32.5 A selected piece of work needs to be more closely marked for accuracy and content, or may be marked against specific subject-based criteria and should include the following:
  - 32.5.1 A positive, encouraging comment
  - 32.5.2 At least one learning target for improvement, clearly marked T

- 32.6 When a grade is given, this should be matched to the criteria for National Curriculum levels at KS3 and GCSE or equivalent at KS4. These levels should be explicitly available to students. A grade or level should be provided at least on a termly basis for KS3 students, and more often for KS4 students.
- 32.7 Evidence of assessment for learning strategies such as peer and self assessment with the comments and targets that these techniques generate can also be recorded as part of the students' work. Oral feedback, self and peer assessment are recognised means of assessment and to acknowledge the use formally it is suggested that the following symbols are used in students books and/or staff planners as appropriate:

Verbal feed back from teacher = **V**; Self assessment = **S**; Peer assessment = **P**.

### 33.0 Conventions for Marking Errors

**Spelling** Word circled, 'sp' written in the margin, word written correctly over the word or in the margin. Students should then use the Look, Cover, Write, Check method, writing the word once in the back of exercise books. No more than 5 spellings should be corrected per page and departments may wish to concentrate on specialist terms and basic errors.

**Punctuation** ○ around incorrect punctuation. Insert or amend the missing or incorrect punctuation as required. Do not correct the same error more than twice. Circle the same error no more than 5 times on a page.

**Paragraphs** // should be inserted where new paragraph should begin. For additional clarification, write 'para' in the margin.

**Omissions** / should appear where the omission occurs.

**Inappropriate Expression** (grammatical, stylistic or vocabulary errors) should be underlined and corrected if appropriate.

### 34.0 Layout and Protocol for setting out of Students' Work

- 34.1 The date should be written on the right-hand side of the first line in full (e.g. Friday 29<sup>th</sup> February 2008, or the equivalent in languages) and underlined once.
- 34.2 When work is on paper rather than in an exercise book, the student's name should be written in the top left hand margin on the same line as the date.
- 34.3 The title should be written in the centre on the line below the date and underlined once; capital letters should be used to start the important words of the title.
- 34.4 Paragraphing of work must be appropriate to the purpose. When writing a story or a personal letter, for example, the first line of each paragraph should be indented by about a centimetre. With other types of writing, for example, a report or a business letter, a line may be left between paragraphs with no indenting. Check with the teacher the correct layout for each piece of work.
- 34.5 At the end of a piece of work, leave three lines should be left for the teacher's comment before starting the next piece **unless the teacher specifies otherwise**
- 34.6 If at any stage a mistake is made, cross out using a single line; Tippex, or the equivalent, is not to be used and should not be brought into College.
- 34.7 Students should always write in black or blue ink; drawings and diagrams should normally be done in pencil and labelled in ink **unless the teacher specifies otherwise**.
- 34.8 *These instructions should be published in the students' planners and teachers should ensure students adhere to them.*

### 35.0 Reporting

35.1 **Subject reports** should be in accordance with the following principles:

- 35.1.1 to be written in a manner which can be understood by all stakeholders
- 35.1.2 to indicate what standards the student has achieved in relation to the criteria
- 35.1.3 to indicate the student's current working level against target level
- 35.1.4 to indicate what the student is doing well
- 35.1.5 to indicate what the student can do to improve and/or meet the target level of achievement
- 35.1.6 to meet all statutory requirements.

**35.2 Tutor comments** should be based on the personal qualities, social skills and attitude. Tutors should comment on the following areas:

- 35.2.1 personal attributes e.g. reliable ,trustworthy
- 35.2.2 attainments e.g. credits, student of the week
- 35.2.3 extra-curricular e.g. sports team, drama production, music group etc.
- 35.2.4 attitude and contribution to school life e.g. student council
- 35.2.5 attendance and punctuality
- 35.2.6 behaviour, including sanctions applied
- 35.2.7 uniform
- 35.2.8 organisation e.g. having right equipment, use of planner.

35.3 The year 11 reports need to meet the requirements of the Cambridge Area Partnership. They are therefore structured slightly differently to other reports as they require a statement summarising the student's achievement in each subject, and his/her suitability for further study.

35.4 All reports are completed on-line using a standard pro-forma. Whilst departments may develop a series of comment banks for summarising achievements and setting targets, it is the responsibility of all teachers to ensure that the resulting comments give a clear and concise view of the student's progress in the subject. Instructions for the completion of these reports are issued separately as part of the Staff Handbook at the beginning of the year.

35.5 Attendance statistics will be included with full reports.

### **36.0 Interim Progress reports**

36.1 Teachers will be required to make a judgement about each individual student's progress in relation to their targets for the end of the key stage. Such judgements will be based on a range of assessments that provide a rounded view of the student's current progress as developed by departments and will be recorded as agreed on the department's monitoring and tracking process. The following points need to be observed:

36.2 Students' progress is reported to parents/carers once a term. The progress check indicates a student's progress against their target grades for the end of the relevant Key Stage. The purpose of the progress checks is for students to identify where they need to improve and develop knowledge or skills in particular subjects. The process also enables the College to monitor student progress effectively.

36.3 Following progress check an analysis of whole school progress is made by the assistant principal (student progress).

36.4 Students will use the progress data to review their performance during the year and complete a self-evaluation sheet. This will include targets and student profile information.

### **37.0 Mentoring**

37.1 Mentoring is an integral part of raising achievement at Ely College. It is a process that enables the tracking of student progress and the identification of underachievement as well as the celebration of successes.

37.2 This process is supported by additional advice and guidance given to students through mentoring, monitoring and individual learning plans (ILPs).

37.3 The aims are identical with those already identified for assessment; additional aims are:

- 37.3.1 to ensure that Information, Advice and Guidance adheres to the equal opportunities policy of the College
- 37.3.2 to ensure that students can access the 14-19 agenda
- 37.3.3 to personalise the learning experience of students

### **38.0 Aims and objectives of the mentoring programme:**

- 38.0.1 to select year 10 and 11 students who are not making 4 levels of progress or are gifted and talented and would benefit from time with a mentor.
- 38.0.2 to give year 10 and 11 students time to meet with a non-teaching member of staff to discuss their progress through GCSEs.
- 38.0.3 to encourage and help students achieve their potential in their GCSE exams.
- 38.0.4 to give students an insight into the world of work.
- 38.0.5 to help students in developing skills to help them fit in more easily into the adult world.
- 38.0.6 to enable student to access relevant support agencies
- 38.0.7 to develop an 'Aim Higher' ethos.

- 38.1 The mentoring team consists of the following:
- 38.1.1 specialist mentors meet with the students once every two weeks for 30 minutes
  - 38.1.2 business mentors who meet with selected students at regular intervals throughout the term
  - 38.1.3 associate mentors from the admin staff who have trained as mentors and are used to focus on year 8 and work with identified underachievers.

**39.0 Monitoring**

- 39.1 All year 11 students who do not have a mentor are monitored by a member of leadership, head of year or gifted and talented co-ordinator.

**40.0 Individual Learning Plans**

- 40.1 The process starts with a launch in Year 9 assembly. This is followed up by preparation for interviews completed in English lesson time. Every student meets with the ILP coordinator for an interview and target setting. Targets are recorded and sent to tutors. The tutorial programme includes using the support materials to aid planning and understanding of the process. Relevant resources, agencies and pathways are signposted to students.

- 40.2 Reviews take place in Year 10 and the students complete the moving on booklets.