Teaching and Learning
(Including Marking and Assessment)
Policy

September
2023

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Contents

1. **Aims**

Teaching and learning lies at the very heart of everything we do at Wyvern Academy. We have high expectations of our students and we are passionate about providing the very best education for all students.

We believe in 'excellence in all that we do' and this underpins each of our aims for teaching and learning. We believe that:

- Every child has the right to a high-quality education, no matter their starting points and/or educational and social needs.
- Every classroom should be filled with learning, where students can build a complex web of knowledge, extended by opportunities for learning outside of the classroom.
- Learning is a mutually celebrated experience, where students are given praise and rewards for exceptional performance and where they can also learn and build from their mistakes.
- Students should be sufficiently stretched and challenged in lessons to ensure that they fulfil their potential and can compete with the very best students both regionally and nationally.
- Students should be given opportunities to develop their independence and resilience so that they become confident learners who can draw on a wide range of skills and strategies to problem solve.
- The professional development of teaching staff and those who support in the classroom is fundamental to delivering effective teaching.
- Classrooms should be 'literacy-rich' to develop and support students' literacy skills and close the word gap that already exists on entry in year 7.
- Numeracy, SMSC, STEM should be sufficiently developed and embedded across the curriculum, making appropriate connections to life in the real world in order for students to see the relevance to their learning and to prepare them for life after school.
- Students should be given regular opportunities to develop extended writing.
- Students should be given opportunities to develop as independent learners with oracy skills being explicitly developed through teacher planning.

2. **Expectations:**

Planning

Teaching staff are required to plan and deliver lessons using the SOLAR learning cycle and in line with the aims outlined in this policy. Collaborative planning is encouraged in order to maximise creativity and reduce teacher workload. When accessing a shared resource, it is expected that staff members will always personalise resources for their individual class.

Teachers should plan for appropriate interventions (in particular for disadvantaged learners) to be put in place. Intervention strategies such as seating plans, targeted questioning and first contact support are ways in which the learning gap for disadvantaged learners can be diminished.

It is expected that all teaching staff have a teaching file with a class list, appropriate data information, seating plans and any additional Learning Passports and/or additional information

to support SEND pupils in the classroom. Seating plans should identify those students who are disadvantaged, have SEND or are EAL or more able to ensure that appropriate personalisation of learning takes place to enable that pupil to achieve or exceed in line with their projected progress.

The SOLAR Learning Cycle

The SOLAR Learning Cycle supports in the planning and delivery of coherent and well sequenced learning experiences. Learning takes place when clear learning objectives are coupled with direct instruction and well-planned learning activities. Learning experiences are further enhanced when students are given the chance to demonstrate their understanding of the learning and are given regular opportunities to retrieve and reflect upon what they have learnt.

To complement the SOLAR learning cycle, which aids consistency with regards to the learning environment and 'the Wyvern lesson', we want all students to make rapid and sustained progress, regardless of their background or prior attainment, through providing a consistently positive, engaging, stimulating and enriching learning experience. We want our students to build the resilience to tackle challenging or difficult learning experiences which should equip them with the knowledge, skills and personal qualities essential for success in a fast- changing globalised world.

	SOLAR Learning Cycle
S	Engage students' resilience and recall immediately with a retrieval **<u>starter</u>**. Activate prior knowledge to develop the students' learning power and start the learning process with new, related content.
O	Share the responsibility for learning by sharing **<u>explicit objectives</u>**. Motivate students and make relevant — why is this important to know? Make explicit why students need to take the opportunity to master this skill and **link it to the bigger picture**, showing how they should know more by the end of the lesson referring to the **learning journey**.
L	**Teach** the concept required for students to **<u>learn</u>** and progress. **Modelling** is an ideal way to show the thought process and path to success. Regular checks will ensure that learners have developed the same level of understanding.
A	Students use the newly acquired knowledge and **<u>apply</u>** it to a relevant activity, an exam question or real-life situation using a variety of teaching and learning strategies. This **links** learning from the whole of the lesson. **Applying** the taught skill **deepens understanding** and is a good measure of **progress**.
R	Measure high achievement against the learning objective by **<u>reviewing</u>** and reflecting on the lesson outcomes. Use **effective plenaries** to help solidify learning, aid recall and allow progress to be demonstrated. Sharing examples of best practice, peer assessment and retrieval are effective ways of making learning stick.

The SOLAR learning cycle should support the use of teacher assessment in the classroom. Checks for understanding will vary dependent on the learning phase, however, it is anticipated that regular checks will take place allowing for teachers to identify misconceptions and respond appropriately to close learning gaps.
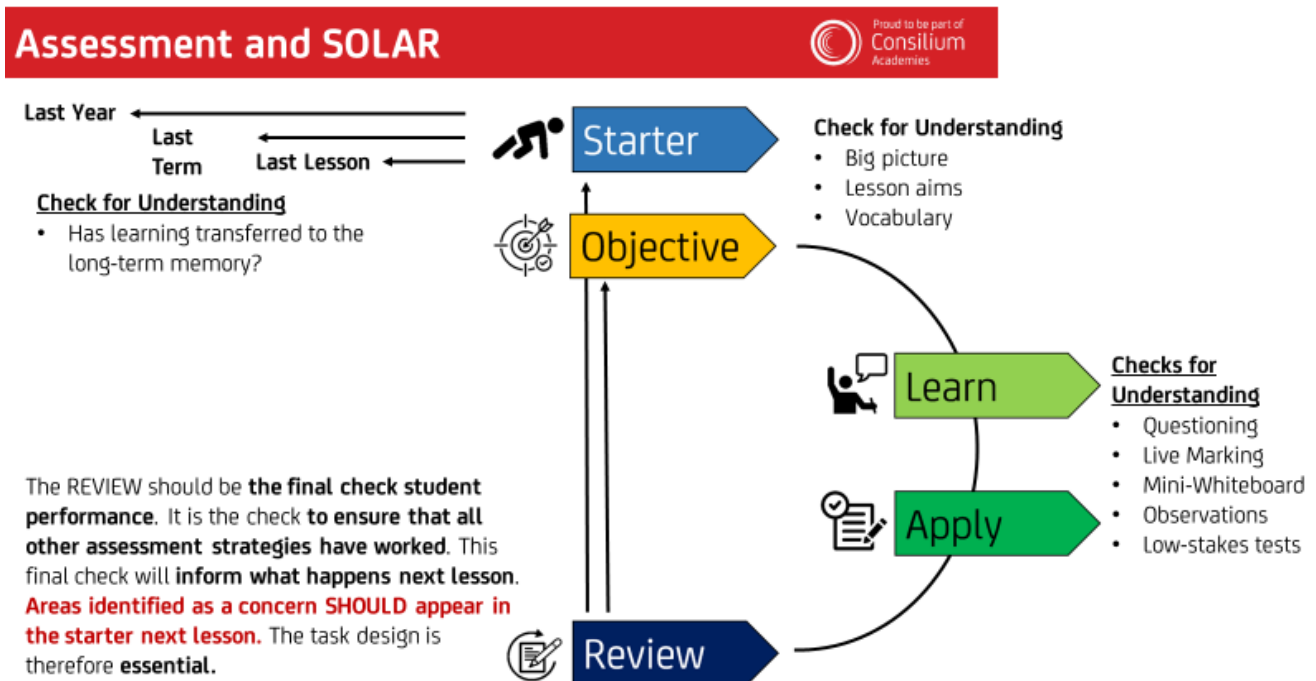
3. Assessment and Marking

Rationale

This policy is built on the premise that assessment is integral to teaching and is vital in fostering learning. It is recognised that in practice teachers will develop a wide range of assessment techniques to support their pedagogy with the intention of promoting good outcomes for students.

This policy describes Wyvern Academy's ethos in relation to assessment and describes how knowledge, understanding and skills will be assessed to identify gaps and misconceptions, thus enabling students of all abilities to succeed.

Formative Assessment

Assessment is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice and should be viewed as a continuous cycle.

The purpose of formative assessment is to check student understanding during lessons and to enable teaching that is responsive to the information gained from this. Examples of formative assessment include: regular low-stakes testing, use of questioning in class, interrogative and instructional marking, batch or sample marking, feedback lessons, and 'do now tasks' that address common misconceptions or require students to retrieve knowledge.

This is to ensure that…

Students know	Teachers know
Where they are in their learning	Where students are in their learning
Where they are going in their learning	What the students' next steps need to be
How to get there	What interventions need to be put in place

Wyvern Academy acknowledges that assessment takes place whenever there is interaction in the learning environment between teacher and student; it is a professional activity managed by teachers, as professionals, in accordance with their:

- subject knowledge and expertise;
- knowledge of the needs of their students;
- judgements of the specific demands of the work;
- planned learning aims, desired outcomes and
- work-life balance.

Summative Assessment

Effective systems of summative assessment at Wyvern Academy will:

Help drive improvement for pupils and teachers

a) Are closely linked to improving the quality of teaching.
b) Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
c) Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Give reliable information to parents about how their child, and their child's school, is performing

a) Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
b) Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
c) Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
d) Are reliable and free from bias.

All formal assessments should have a degree of transparency. Students need to know when these assessments are taking place and be given adequate time to prepare. The students also need to know what they are expected to do. The criteria by which they will be assessed should be shared with them.

Summative assessment should be rigorous and should test the acquisition of knowledge and skills over time. At Wyvern Academy we therefore adopt a cumulative system of assessment meaning that students are supported in developing long-term memory. Summative assessment at Key Stage 4 should mirror or prepare the students for terminal assessments taken at the conclusion of their course.

Formal assessments must be standardised and must undergo a process of moderation to ensure consistency. At the discretion on the senior link, evidence to demonstrate due rigour during moderation may be required.

For further details on the summative assessment and reporting processes please see the *Consilium Assessment Strategy*.

Marking

Marking should be meaningful, manageable, motivating and used according to the teacher's judgement alongside other assessment practices. It should help to advance the students'' learning and outcomes, therefore, we at Wyvern Academy will take a quality over quantity approach.

Departments identify core marking tasks within medium term planning and these pieces of work represent the key marking tasks that all students should complete and have deep marked in line with this policy. Core marking tasks are completed at points where they will have greatest impact for both students and teachers. Whilst the frequency can therefore vary, this will generally be every ten (core) and eight (none-core) lessons.
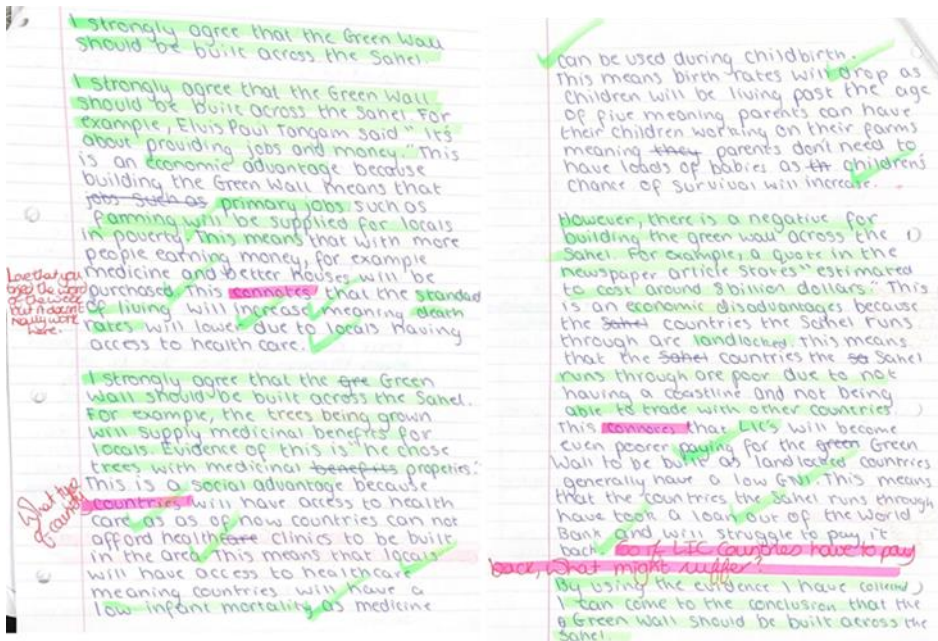
Formative assessments must be included in medium term planning and standardised by the curriculum leader. The assessment should be returned to the student with diagnostic feedback based upon success criteria for that assessment using the SUN marking model (outlined below). It is the expectation that all students be given sufficient time within lessons to respond to this and any other feedback.

SUN Feedback Model

It is required that all core tasks are marked using the SUN feedback model:

- **Strengths** – be positive about what the student has done well.
- **Understanding errors** – identify any misconceptions/errors. Best examples are subject-specific and relevant to course specification/content.
- **Next Steps** - be explicit and identify an area for improvement – 'next steps' should be linked to an assessment objective to show the path to progress.

The consistent use of the SUN marking token allows staff to use a pre-populated comment bank when identifying STRENGTHS and UNDERSTANDING ERRORS. Strengths should be highlighted in green with corresponding highlighted links to the student work. UNDERSTANDING ERRORS should be highlighted in pink with links made to student work. NEXT STEPS should then be personalised and hand written by teaching staff to allow students to understand explicitly how they should improve their work. NEXT STEPS should be subject specific and should avoid blanket statements such as "improve your spellings" or "improve errors".

Self and Peer Assessment should be used when appropriate as it encourages students to take responsibility for their own learning by:

- Evaluating their own achievement against shared learning outcomes;
- Identifying their own strengths and areas for improvement;
- Encouraging individual learning goals and action plans for future progression;
- Fostering a self-reflective learning culture;
- Encouraging independence and resilience in learning.

This assessment process should be modelled explicitly to students so they have a thorough understanding of the expectations and the process behind the assessment process.

In order to show consistency across the curriculum and to make our assessment process transparent and obvious, the following conventions must be adhered to:

- Teacher provided diagnostic feedback in red pen
- All self and peer assessment must be completed in green pen
- Students respond to any feedback (teacher/self/peer) in green pen

Presentation

All students should apply the PROUD standards consistently in their exercise books to ensure high quality presentation. Black/Blue pens should be used, their date and titles underlined, with a pencil being used for graphs, diagrams and illustrations which are then clearly labelled. Sheets should be stuck into student books and graffiti/doodling should never be tolerated.

Marking for literacy

All core marking tasks will be marked for literacy by the class teachers. Literacy marking will use the following codes. The work must be annotated with the codes, in the margin on the same line as the student has made the error. The student will then be given an appropriate amount of time to improve their work in the same way as other assessed pieces.

Code	Meaning	Student Action
SP	Spelling error (Code used a maximum of 3 times)	The student circles the error/errors using green pen and writes out the correct spelling three times
P	Error in punctuation	
V	Poor vocabulary	The student must substitute the word annotated with technical vocabulary of more complex vocabulary
S	Poor structure of sentence	The student must substitute a poor or repeated connective with a more suitable one
//	New paragraph required	Student uses the same symbol to indicate in their own
PR	Proof read (If the work is syntactically incorrect, the student has contradicted themselves or generally makes little sense.)	The student will re-write the relevant section of their work

4. Quality Assurance

The quality assurance process is the responsibility of the curriculum leaders, under the direction of senior links. Quality assurance should be ongoing and should gauge the typical view of teaching, learning and assessment across the department. Curriculum Leaders record the fortnightly quality assurance activities undertaken and will discuss findings and next steps as part of their fortnightly SLT link meeting.

Each department will be quality assured through up to two Department Development Reviews (DDRs) within one academic year. The DDR will consist of:

- Curriculum Leader evaluation of curriculum intent, implementation and impact
- Lesson visits
- Work scrutiny
- Student voice
- Staff voice