Teaching and Learning
(Including Marking and Assessment)
Policy

September 2021

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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 therefore also of the quality of teaching that our students receive.

We believe in 'Excellence in all that we do' and at the heart of this we therefore 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 one filled with learning, where students can build on their knowledge of topics in subjects and opportunities are provided to extend this 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.

• Classroom environments should reflect our core teaching and learning ethos (GROWTH) so that students receive the same learning experience across the breadth of the curriculum.

• The professional development of teaching staff and those who also 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.

2. Expectations

Planning

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 exciting and engaging learning experiences. Outstanding learning takes place when clear learning objectives are coupled with engaging 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 **starter**. Activate prior knowledge to develop the students' learning power and start the learning process with new, related content. [5 minutes]
O	Share the responsibility for learning by sharing **explicit objectives**. 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**. [5 minutes]
L	**Teach** the concept required for students to **learn** 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. [15 minutes]
A	Students use the newly acquired knowledge and **apply** 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**. [20 minutes]
R	Measure high achievement against the learning objective by **reviewing** 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. [10 minutes]

Personalising Learning at Wyvern Academy ('Raising the bar')

Throughout lessons, students should expect to be challenged through identified tasks and nominated questioning using the tiers of challenge below.

Bronze   Silver   Gold   Challenge

Increasing Challenge through Questioning at Wyvern Academy

BRONZE LEVEL QUESTIONING → | SILVER LEVEL QUESTIONING → | GOLD LEVEL QUESTIONING →

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Recalling key facts exhibits knowledge and retention from previously learned content.	To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.	Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.	To examine and break information into parts by identifying causes; making inferences and finding evidence to support generalisations.	Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	Presenting and justifying opinions by making judgements about information or quality of work based on a set of criteria.

Key words:

Knowledge: Choose, Copy, Define, Duplicate, Find, How, Identify, Label, List, Listen, Locate, Match, Memorise, Name, Observe, Omit, Quote, Read, Recall, Recite, Recognise, Record, Relate, Remember, Repeat, Reproduce, Retell, Select, Show, Spell, State, Tell Trace, What, When, Where, Which, Who Why, Write

Comprehension: Ask, Cite, Classify, Compare, Contrast, Demonstrate, Discuss, Estimate, Explain, Express, Extend, Generalise, Give examples, Illustrate, Indicate, Infer, Interpret, Match, Observe, Outline, Predict, Purpose, Relate, Rephrase, Report, Restate, Review, Show, Summarise, Translate

Application: Act, Administer, Apply Associate, Build, Calculate, Categorise, Choose, Classify, Connect, Construct, Correlation, Demonstrate, Develop, Dramatise, Employ, Experiment with Group, Identify, Illustrate, Interpret, Interview, Link, Make use of Manipulate, Model, Organise, Perform, Plan, Practice, Relate, Represent, Select Show, Simulate, Solve, Summarise, Teach, Transfer, Translate, Use

Analysis: Analyse, Appraise, Arrange, Assumption, Breakdown, Categorise, Cause and effect, Choose, Classify, Differences, Discover, Discriminate, Dissect, Distinction, Distinguish, Divide, Establish, Examine, Find, Focus, Function, Group, Highlight, In-depth discussion, Inference, Inspect, Investigate, Isolate, List, Motive, Omit, Order, Organise, Point out, Prioritize, Question, Rank, Reason, Relationships, Reorganise, Research, See, Select Separate, Similar to, Simplify Survey, Take part in, Test for Theme, Comparing

Synthesis: Adapt Add to Build, Change, Choose, Combine, Compile, Compose, Construct, Convert, Create, Delete, Design, Develop, Devise, Discover, Discuss, Elaborate, Estimate, Experiment, Extend, Formulate, Happen, Hypothesise, Imagine, Improve, Innovate, Integrate, Invent, Make up, Maximise, Minimise, Model Modify, Original, Originate, Plan, Predict, Produce, Propose, Reframe, Revise, Rewrite, Simplify, Solve, Speculate, Substitute, Suppose, Tabulate, Test, Theorise, Think, Transform, Visualise

Evaluation: Agree, Appraise, Argue, Assess, Award Bad, Choose, Compare, Conclude, Consider, Convince, Criteria, Criticise, Debate, Decide, Deduct, Defend, Determine, Disprove, Dispute, Effective, Estimate, Evaluate, Explain, Give reasons, Good, Grade, How do we know?, Importance, Infer, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Persuade, Prioritise, Prove Rate, Recommend, Rule on, Select, Support Test, Useful, Validate, Value, Why

Actions / Outcomes:

Knowledge Actions	Knowledge Outcomes	Comprehension Actions	Comprehension Outcomes	Application Actions	Application Outcomes	Analysis Actions	Analysis Outcomes	Synthesis Actions	Synthesis Outcomes	Evaluation Actions	Evaluation Outcomes
Describing	Definition	Classifying	Collection	Carrying out	Demonstration	Attributing	Abstract	Constructing	Advertisement	Attributing	Abstract
Finding	Fact	Comparing	Examples	Executing	Diary	Deconstructing	Chart	Designing	Film	Checking	Chart
Identifying	Label	Exemplifying	Explanation	Implementing	Illustrations Interview	Integrating Organising	Checklist	Devising Inventing	Media product	Deconstructing	Checklist
Listing	List	Explaining	Label	Using	Journal	Outlining	Database	Making	New game	Integrating	Database
Locating	Quiz	Inferring	List		Performance	Structuring	Graph	Planning	Painting	Organising	Graph
Naming	Reproduction	Interpreting	Outline		Presentation		Mobile	Producing	Plan	Outlining	Mobile
Recognising	Test	Paraphrasing	Quiz		Sculpture		Report		Project	Structuring	Report
Retrieving	Workbook Worksheet	Summarising	Show and tell		Simulation		Spread sheet		Song		Spread sheet
			Summary				Survey		Story		Survey

Questions:

Knowledge: Can you list three …? Can you recall …? Can you select …? How did _____ happen? How is …? How would you describe …? How would you explain …? How would you show …? What is …? When did …? When did _____ happen? Where is . . . ? Which one …? Who was …? Who were the main . . . ?

Comprehension: Can you explain what is happening . . . what is meant . . . ? How would you classify the type of …? How would you compare …? contrast …? How would you rephrase the meaning …? How would you summarise …? What can you say about …? What facts or ideas show …? What is the main idea of …? Which is the best answer …? Which statements support …? Will you state or interpret in your own words.. ?

Application: How would you use…? What examples can you find to …? How would you solve _____ using what you have learned …? How would you organise _____ to show…? How would you show your understanding of…? What approach would you use to…? How would you apply what you learned to develop…? What other way would you plan to …? What would result if …? Can you make use of the facts to …? What elements would you choose to change …? What facts would you select to show …?

Analysis: What are the parts or features of …? How is _____ related to …? Why do you think …? What is the theme …? What motive is there…? Can you list the parts …? What inference can you make …? What conclusions can you draw …? How would you classify …? How would you categorise …? Can you identify the difference parts …? What evidence can you find …? What is the relationship between …? Can you make a distinction between …? What is the function of …? What ideas justify …?

Synthesis: What changes would you make to solve…? How would you improve …? What would happen if…? Can you elaborate on the reason…? Can you propose an alternative…? How would you adapt _____ to create a different…? How could you change (modify) the plot (plan)…? What way would you design…? How would you test…? Can you formulate a theory for…? Can you predict the outcome if…? How would you estimate the results for…? Can you construct a model that would change…?

Evaluation: Do you agree with the actions/outcomes…? What is your opinion of…? How would you prove/disprove…? Can you assess the value/importance of…? Would it be better if…? How would you evaluate …? How could you determine…? What choice would you have made…? What judgement would you make about…? Based on what you know, how would you explain…? What information would you use to support the view…? How would you justify…?

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3. Marking and assessment

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.

Implementation

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.

This is to ensure that...

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

All formal assessments should have a degree of transparency. Students need to know when these assessments are taking place and be given 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.

Across both key stages, formal assessments should be rigorous and must mirror or prepare the students for terminal assessments and the end of Key Stage 4.

Marking

Marking should be meaningful, manageable and 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.

As a consequence of this, a minimum of one piece of work must be depth-marked by teachers approximately every ten (Core) and eight (none-Core) lessons. This can take the form of marking tokens as has been highlighted

in best practice and whole school CPD.

These 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.

· <u>S</u>trengths – be positive about what the student has done well.

· <u>U</u>nderstanding errors – identify any misconceptions/errors. Best examples are subject-specific and relevant to course specification/content.

· <u>N</u>ext Steps - be explicit and identify an area for improvement – 'next steps' should be linked to an assessment objective to show the path to progress

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 exoectations 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
  - Red = teacher input requiring a response.
- All self and peer assessment must be completed in green pen.
- Students respond to <u>any</u> feedback (teacher/self/peer) in green pen –
  - Green = student responsibility for progress
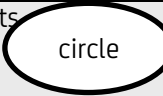
Presentation

All students should use PROUD 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.

Marking for literacy

Within every half term, one piece of work will be marked for literacy by their class teacher. This piece of work will be marked using the following codes. The work must be annotated with the codes if possible, 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.

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Code	Meaning	Student action required
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.

In addition, there is the option of trialling the explicit distinction of tier 2 and tier 3 vocabulary in lessons and in exercise books. This trial is taking place in the Autumn term.

Teacher Input	Pupil action
Tier 2 vocabulary is identified in blue on PowerPoints	When self or peer assessing, students ⬭circle when they have used tier 2 from the lesson
Tier 3 vocabulary is identified in red on PowerPoints	When self or peer assessing, students ☐square when they have used tier 3 from the lesson

4. Quality Assurance

The quality assurance process is the responsibility of the curriculum leaders, under the direction of senior links.

The quality of student work, setting of appropriate homework quality of feedback and student response to feedback will be determined through the quality assurance areas as determined by the school calendar. This includes the Department Development Review (DDR) process. The curriculum leader will be expected to evaluate the standard of each of the above strands across each curriculum area and evidence the quality assurance process.

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.