LEARNING TEACHING & ASSESSMENT POLICY

Dormers Wells High School

Maths, Computing and Applied Learning Specialist College & Leading Edge School

Ratified by Governors	June 2023
Review Date	June 2024
SLT Responsible	Mr P Cohen

Contents:

The following policies should be read in conjunction with this policy:

a)   Behaviour & Inclusion Policy
b)   Curriculum Policy
c)   Child Protection Policy (Safeguarding)
d)   Continuing Professional Development Policy
e)   Gifted & Talented Policy
f)   Home Learning Policy
g)   Literacy Policy
h)   SEND policy

SECTION A: TEACHING and LEARNING - Dormers Wells High School is a Learning Community

As a school we believe it is fundamental to our achieving an ethos of challenge and support that we project the whole school as a learning community. We believe, as a community of learners, we have a fundamental duty to ensure everyone associated with the school sees themselves as a lifelong learner.

1.1 Rationale:
Learning and teaching is the core focus of the school. Good and outstanding teaching which promotes good and outstanding learning, progress and enjoyment is the key to raising standards.

All our students have special skills, abilities and aptitudes and are entitled to access a broad, challenging and appropriate curriculum.

All students are entitled to experience a variety of learning activities, which enables them to exceed their expected levels of progress.

Our aim is to help students to become creative and independent thinkers who are not afraid to take risks and see mistakes as opportunities for learning.

All staff have a responsibility, collectively and individually, to contribute to the delivery of the curriculum.

All staff are also learners and must strive to improve their practice through self-reflection, peer support and Continuing Professional Development. The school recognises that continued professional support, coaching and mentorship at all levels are essential to empower staff to deliver effective learning experiences.

1.2 Our vision for education:

Dormers Wells High School's ethos "opening the door to success" and four core values embedded in our name DWHS (determination; wisdom; honesty and service) together drive our intent and vision for curriculum provision and delivery.

We have a diverse curriculum which ensures that all our students receive a high quality learning experience at all times. In confirming our commitment to the broad and balanced principles of our curriculum we celebrate our expertise in mathematics and computing to drive excellence and innovation.

Our curriculum is the vehicle to allow our students to become:
- confident, resilient individuals, who aspire to excellence and whilst enjoying their learning, make outstanding progress leading to high quality qualifications.
- responsible citizens who make a positive contribution to society including their local community and the wider international world

It should also enable students to:
- achieve high standards and make excellent progress.
- have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- be challenged and stretched to achieve their potential.
- celebrate achievements in creative arts, science, sport, technology and computing, literature, languages, and the humanities.
- understand and value the interdependence of individuals, races, religions and countries.
- prepare for adult life.
- develop self-respect, a tolerant attitude, a set of moral values and beliefs that includes respect for others.
- have a sense of adventure and purpose and an ability to deal with failure and success.

2.1 Great Learning at Dormers Wells High School:

Learning and teaching at Dormers Wells High School is our core focus and with this as our key driver we have developed the Dormers 9 which represents the essential aspects of great learning for our students. These aspects of "Great Learning" are regularly shared with our students and our own professional development as staff focuses on them to ensure they are embedded within our practice.
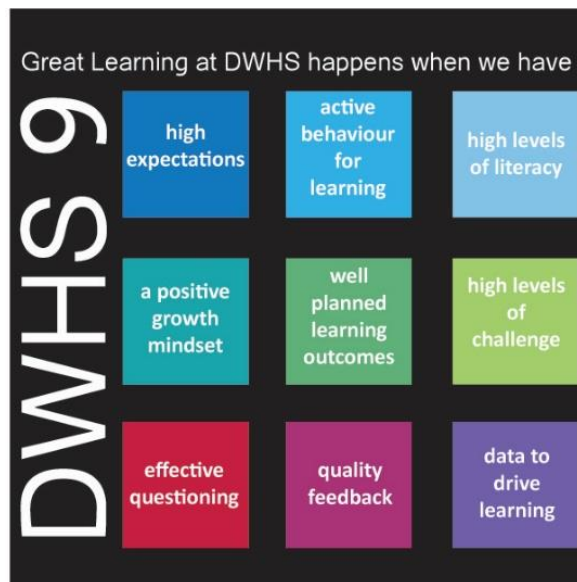
High expectations – we are highly aspirational with all our students ensuring they work and aspire to outstanding levels in their learning, extracurricular participation and future aspirations.

Active behaviour for learning – we encourage and facilitate all our students to develop both in and out of lessons outstanding positive behaviour for learning where they take responsibility for actively engaging in the learning process.

High levels of literacy – we place great focus on supporting our students to develop their literacy across the curriculum by ensuring that each student receives personalised feedback, which includes development of their oracy and written work to encourage the highest standards and accurate use of tier 2 and tier 3 vocabulary

A positive growth mindset – we develop a positive growth mindset with all our students so that they become resilient learners and can face challenges with confidence.

Well-planned learning outcomes – we always share our challenging learning outcomes with our students. Throughout the lesson, students' progress is regularly reviewed against the outcomes and teaching adapted to ensure any misconceptions are tackled to ensure progress within lessons and over time.

High levels of challenge – we ensure that all students are challenged within each lesson so that they are pushed to always excel and "better their best". The pace of our lessons is brisk to maximise student engagement and stimulate learning.

Effective questioning - we check our students understanding throughout the lesson through rigorous questioning and encourage our students to question us.

Quality feedback – all our students receive very specific verbal and written feedback so that they can clearly identify the strengths of their learning and very importantly the next steps to further improve. Our students are encouraged to reflect and respond to all feedback to demonstrate their improved understanding and time is given within **knowledge of relevant curriculum tasks, assessments, activities and how to address common student misconceptions.**lessons for this to take place.

Data to drive learning – we use students' personal performance data to drive our planning and development of learning opportunities to ensure these are acutely matched to each student. All our learners (SEND, EAL, High Attainers) have access to appropriate differentiation to develop and extend their knowledge, understanding and ability to learn independently.

2.2 Expectations of our Teaching Staff

Key Non-Negotiables to ensure consistency across the school:

- Students to be greeted by the teacher at the door
- Students to be seated according to the teacher's seating plan
- A prompt start to the lesson is expected via a "Do Now" activity, linked to the students' prior learning, in line with whole school practice
- A register must be taken within the first 10 minutes of the lesson
- For any student missing send a message to the "Alert Missing Student" email
- For any student who has to leave the classroom they must be given either the "exit card" or a note by the teacher
- The teacher will regularly circulate around the classroom
- The teacher will dismiss the class one row at a time with the teacher situated near the door to facilitate ensuring students move promptly to their next lesson

2.3 Consistency with regard to a quality first learning experience for all our students.

Learning at DWHS is the process by which we build on students' individual experiences to acquire skills and knowledge thus better enabling their understanding of the world. This empowers our young people to retrieve information and establish connections which they can then apply to a variety of different contexts to inspire ongoing and future personal and academic success.

Our staff will adhere to the following key expectations which are linked to the five key areas of Learning from our whole school professional development programme on teaching and Learning: The Great Teaching Toolkit – the "The 7-step model for effective teaching" provides all staff with a clear structure on how to apply these expectations:

Understanding context

- Possess strong subject knowledge
- Keep up to date with current pedagogy
- Understand curriculum sequencing
- Develop a range of effective explanations
- Have secure knowledge of assessment for your subject
- Be knowledgeable in how to address common misconceptions
- Be able to break down challenging concepts
- Be secure in using scaffolding and differentiation to support students
- Have excellent knowledge of your subject specification
- Good understanding of career opportunities for your subject

Understanding context:
- The teacher will have **strong subject knowledge**

- The teacher will **keep up-to-date with current pedagogy** in relation to their subject

- The teacher will have **secure knowledge of curriculum sequencing** in relation to the content and ideas they are teaching

- The teacher will **develop a range of effective explanations**, examples or analogies for the concepts they are teaching

- The teacher will have **secure knowledge of relevant curriculum tasks, assessments, activities and how to address common student misconceptions**

- The teacher will be expert in **breaking down challenging concepts** in their specific subject so that students can access new knowledge and skills – they will also make their curriculum accessible via secure **scaffolding and differentiation**

- The teacher will have **excellent knowledge of their subject specification** and of how their subject links to others within the curriculum

- The teacher will make relevant **career links** to support students in understanding the varied career paths that their subject can lead to so that students can make informed decisions.

Creating a supportive environment:	Maximising opportunities to learn:
- Give regular praise - Recognise students' achievements and efforts - Give regular verbal feedback. - Use House & Achievement Points - Give high quality written feedback - Mark in line with the school and department's feedback and marking policy - Be mindful of students' cognitive load - Implement the guidance on strategies for our SEN students	- Have clear routines - Use a Do Now Activity (activating prior learning) - Teacher circulates - Maintain an ethos of high expectations - Reinforce "Pride in Presentation" - Consider at all times "Connect before you Correct" - Ensure an orderly dismissal
Activating Hard Thinking:	**Enhancing the development of a range of literacy skills:**
- Always break learning down "Chunking" - Plan challenge in all lessons - Plan questioning to assess learning - Address misconceptions - Allow thinking time for students - Model examples regularly - Plan deliberate practice activities - Use only agreed department high quality resources	- Have high expectations within exercise books for all students - Ensure clear routines with layout - Highlight to students key words - Refer to glossaries, knowledge organisers, dictionaries or other resources - Implement the agreed whole school reading strategies - Implement at all times expectations for high quality talk from students "Say it like a scholar"

Creating a supportive environment:

- There will be an ethos of aspirational but supportive expectations. The teacher will regularly **praise** students for their achievements and efforts during the lessons providing **regular verbal feedback**. The use the House Points will form part of the praise and will be applied consistently and fairly.

- The teacher will provide **high quality written feedback** to all students so that they know their strengths and the next steps required to further improve. The feedback and marking will be in line with the school and department's feedback and marking policy and for BTEC students in line with BTEC regulations.

- The way learning is presented must support **students' cognitive load** (this includes use of fonts, colours and taking into consideration **dual coding**). Consideration must also be given to specific guidance on strategies for our SEN students.

- The teacher will create an **ethos** where all students feel confident **to ask questions** and is non judgemental when students provide incorrect responses.

- The teacher will make **lessons and resources available on TEAMS / DWHS** Learning Resources so that students can review their learning or if absent catch up with work missed.

- The teacher will **apply the school behaviour for learning policy consistently** and **fairly.**

- Classroom displays will provide a supportive learning environment for all students.

Maximising opportunities to learn:

- Every lesson will have a prompt and purposeful start with a Do **Now Activity** – either **activating prior learning** from the last lesson or a previous topic. Clear routines are in place including a seating plan for each class taught.

- **Prep Learning** will feature within lessons. (Year 7/10/12).

- The teacher will **circulate** making sure they interact with students

- The teacher will support and uphold the school's **ethos of high expectations** at all times – this will include **"Pride in Presentation"** within exercise books.

- The teacher will follow the **behaviour for learning policy** when addressing behaviour issues and **follow the "warning" steps** before moving to a sanction **("Connect before you Correct").**

- The teacher will regularly **implement a range of AFL strategies** to respond to the needs raised and assess the learning of all students within the lesson

- The teacher will create **opportunities for students to lead activities** and teach and/or model to their peers to embed their learning.

- **Dismissal** will always be **orderly** and therefore will be carried out row by row with the teacher standing by / near the door to **facilitate a "calm"** exit to the next lesson or break/lunch.

Activating Hard Thinking:

- Learning must be introduced in small manageable steps "Chunking" – there will still be **challenge through the design of the lesson, teacher questioning and application activities students are required to complete.**

- The teacher **questioning** will assess for depth of learning and will check for understanding and / or misconceptions – a variety of questioning will be used (e.g. cold calling / open to class etc). The teacher will **check throughout the lesson on students' learning and allow appropriate thinking**

and reflection **time for students to respond.** Where applicable the teacher will "bounce" questions off students to maximise their thinking.

- The teacher must **model** examples and this can be carried out via the IWB/ visualiser, pre-recorded Microsoft Stream clips, pre –written sample answers or other appropriate medium

- The teacher will create regular opportunities for **deliberate practice** so that students can practise the skills / knowledge to enable them to move towards **mastery. Spaced and retrieval practice will be factored into the teacher planning.**

- **Resources** being used in the lesson must be of **a high quality.** They will be curriculum specific and have been selected by the team because they provide an excellent opportunity to enhance students' learning. They will be **engaging and factually accurate.**

- The teacher will ensure that students are given appropriate **guidance to support their ability to peer assess** each other.

- Where applicable the teacher will **exploit opportunities for students to make cross curricular links** with their learning. E.g. In physics when carrying out graph work reference can be made to maths

Enhancing and developing High Levels of Literacy across the school:

- Every lesson there will be a **date, title, and key vocabulary** for students to copy, unless the teacher specifically indicates otherwise. Only blue / black pen will be used by students for writing and all student DIRT responses will be in green. The teacher will provide written feedback in red.

- The teacher will provide explicit **vocabulary instruction** to help students use and access academic language. Vocabulary will be used in context as much as possible and individual key words will be taught in a way that prioritises vocabulary depth over breadth. Students will be encouraged to refer to glossaries, knowledge organisers, dictionaries or other resources provided by the department to support their understanding and application of key vocabulary.

- The teacher will use the **reading strategies** from the school's 'four-pronged' approach (that the department has agreed on when approaching all reading texts. The weakest readers will be given opportunities to read aloud as often as possible. The reading text will have an appropriate level of challenge for the group.

- The teacher will follow the school's expectations for **high-quality talk**, which includes ensuring that students '**Say it like a Scholar**' and that teachers model what effective talk sounds like.

- **High-quality writing** will be modelled to students and extended writing tasks will be broken down and scaffolded as appropriate to the needs of the group. Reading and writing instruction should be combined.

- Marking of exercise books will support students' literacy and use the school's **Literacy Marking Codes**.

- The teacher will encourage **subject-related wider reading**, ensuring students are aware of where and how to access any recommended texts.

The importance of Metacognition and self-regulation approaches

- Metacognition and self-regulation approaches aim to improve learning by getting learners to think about their own learning more explicitly so as to take increased responsibility for their own achievement.

- Metacognition involves consciously planning, monitoring and evaluating your own learning.

- Approaches usually focus on teaching students specific strategies to set goals, and monitor and evaluate their own academic development in relation to particular learning tasks and activities, covering all aspects of thinking from basic skills such as recall, to more complex thinking such as evaluation and synthesis.

- Self-regulation also involves managing one's own motivation towards learning and the development of dispositions such as resilience and perseverance.

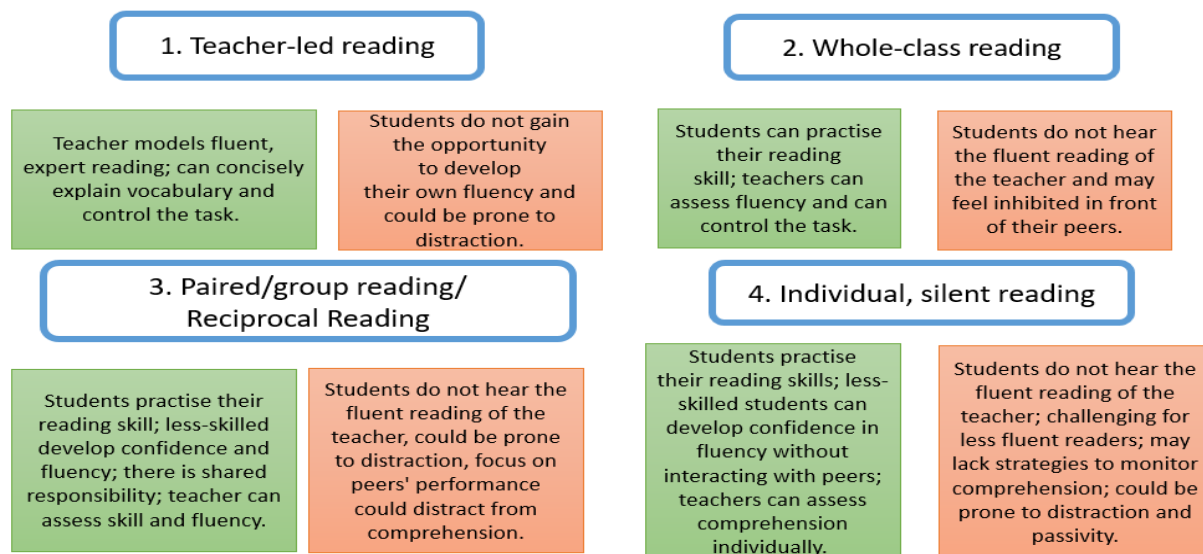Staff must ensure they apply "The 7-step model" for effective teaching"
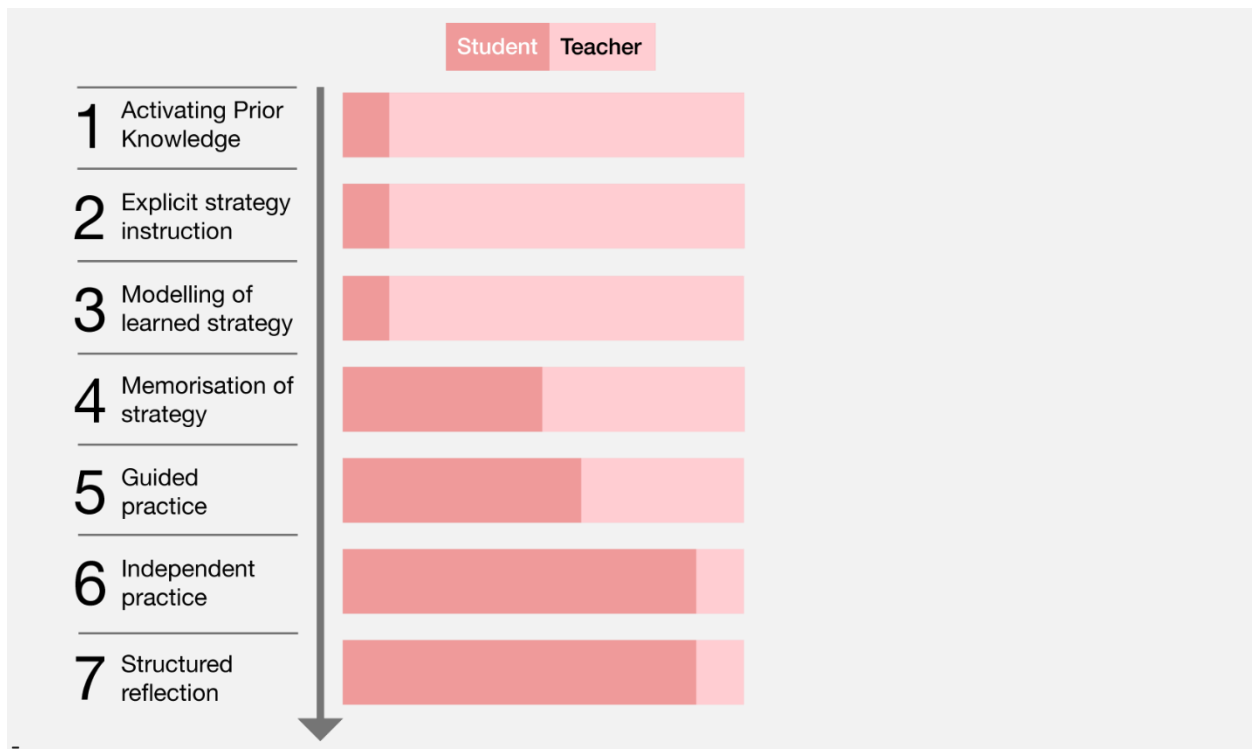
3.1 Our approach to reading (see Literacy Policy)

The academic reading students undertake in school is typically more complex than other forms and requires substantial background knowledge and reading skill.

Each curriculum area should develop a common language for reading instruction and deploy a range of appropriate reading strategies when encountering challenging academic texts. Appropriate reading strategies include[i]:

Activating prior knowledge	Students think about what they already know about a topic from reading or other experiences, such as visits to places they know, and try to make meaningful links. This helps students to infer and elaborate, fill in missing information and to build a fuller 'mental model' of the text.
Prediction	Students predict what might happen as a text is read. This causes them to pay close attention to the text, which means they can closely monitor their own comprehension.
Questioning	Students generate their own questions about a text to check their comprehension and monitor their subject knowledge
Clarifying	Students identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning.
Summarising	Students summarise the meaning of sections of the text to consolidate and elaborate upon their understanding. This causes students to focus on the key content, which in turn supports comprehension monitoring. This can be supported using graphic organisers that illustrate concepts and the relationships between them.

1. Teacher-led reading		2. Whole-class reading	
Teacher models fluent, expert reading; can concisely explain vocabulary and control the task.	Students do not gain the opportunity to develop their own fluency and could be prone to distraction.	Students can practise their reading skill; teachers can assess fluency and can control the task.	Students do not hear the fluent reading of the teacher and may feel inhibited in front of their peers.

3. Paired/group reading/ Reciprocal Reading		4. Individual, silent reading	
Students practise their reading skill; less-skilled develop confidence and fluency; there is shared responsibility; teacher can assess skill and fluency.	Students do not hear the fluent reading of the teacher, could be prone to distraction, focus on peers' performance could distract from comprehension.	Students practise their reading skills; less-skilled students can develop confidence in fluency without interacting with peers; teachers can assess comprehension individually.	Students do not hear the fluent reading of the teacher; challenging for less fluent readers; may lack strategies to monitor comprehension; could be prone to distraction and passivity.

The strategies above overlap with 'reciprocal reading', a structured approach that teachers can use to student discussion around texts. During reciprocal reading, students initially work collaboratively with guidance from the teacher and gradually become more independent, dividing reading into these four stages: Summarise, Question, Clarify, Predict[ii]. Other useful reading strategies include: DARTs (Directed Activities Related to Texts); effective use of dual coding while presenting information; understanding the difference between skimming and scanning.

4.1 Developing an independent learner

Although we value both independent and collaborative learning, students must become independent learners as this is a fundamental life skill. Research suggests that students become independent learners and learn more effectively when they:

- develop self-discipline and thereby are able to make choices and decisions
- develop confidence in all areas of curriculum
- are encouraged to read a range of fiction, supported by the Accelerated Reader programme and DEAR time, and guided in choosing appropriate and challenging reading material
- ask and answer questions, giving precise instructions, information, and giving and receiving clear or simple explanations, developing reasoning skills, and making predictions
- are willing to accept challenges and to try new things
- select and use equipment and other resources appropriately, confidently and responsibly
- present ideas, experiences, and understanding in a variety of forms
- read and write ideas for different observers – showing the ability to write for varied audiences, e.g. formal and informal
- practise recall and develop good memorisation skills by being given explicit opportunities to do so e.g. via our Knowledge Organisers to support retrieval and recall of subject content
- use different types of media to present information, e.g. written work, word processing, DTP, pictorial work, speaking with no visual aid with an onus on students developing their recall skills with the memorisation of key facts. This last example links directly to a key component within the new style examinations that require students to be confident with the recall of considerable amounts of subject specific information
- evaluate information from a variety of books, WEB, etc., in order to learn how information can be organised and presented. This then encourages students to produce better quality work on their own, or when working with others
- evaluate and reviewing a piece of work in discussion with other students and the teacher
- justify their opinions with reasoned arguments

It is the **responsibility of subject teachers** to help students to become independent learners. Students should be encouraged to find information out and solve problems for themselves. Students should be empowered with the skills to become independent learners

5.1 Assessment (see Assessment Policy)

- Assessment should be formative and used to inform learning
- Assessment for Learning strategies should be used for all students.
- Home learning must be planned, clear and meaningful and uploaded to Microsoft Teams
- Effective assessment and marking of work are fundamental to successful learning and teaching. All assessment information should be used formatively

5.2 Formative Assessment

Formative comments should:

- highlight achievement
- be diagnostic
- indicate how improvement can be achieved usually consisting of one or two targets – it should be subject specific
- be personal by using the student's first name
- encourage and support the student in a constructive way
- it can be in the form of WWW (What Went Well) and EBI (Even Better If)

The EBI can be a subject specific question that challenges the student even further or probes their understanding: example: *What would happen if you increased the temperature of the acid?*

Dormers Wells High School recognises the importance of different forms of feedback to promote learning and that all feedback (verbal and written) should contribute to the learning process and provide students with positive and constructive feedback. (see Marking & Feedback policy).

Acknowledgement Marking (flick and tick). This checks that work is completed and obvious mistakes are corrected and this includes students' notes where appropriate to ensure that key learning points have been written down accurately.

Quality Marking (Deep): This is used on key pieces of work and it acknowledges that awarding grades/ levels alone does not raise standards.

Peer Marking and Self-Assessment: this informs the student of the learning progress (formative).

Verbal feedback: this is used continuously in lessons as part of the formative assessment process (but does not replace Quality Marking (Deep) which must be evident in all students' work as per department marking policies).

5.3 The importance of providing feedback and marking

- Feeding back on students' work in all subjects is regarded as a regular means of communication with students about their individual progress.
- This communication will be in a form which is clearly understood by the individual student and their families.
- The feedback on progress that this represents informs the next step in the learner's learning.
- Feedback directly assists the progress of the learner. An easily identified consequence of this formative feedback is evidence of the student responding by for example, redrafting their work to improve it, correcting spellings, or responding to a further question. These responses will be completed in green pen which all learners should have as part of their school equipment.
- Regular opportunities should be planned by the teacher to allow students specific time to respond to the written/verbal feedback they have received. (DIRT - Directed Improvement Reflection Time)
- Marking for Literacy – All staff must provide specific feedback to students that will help them to improve their uses of Literacy across all subjects. The use Standard English (grammar and spelling) both in the written and spoken form must be continuously addressed.   (See Codes for Marking for Literacy).
- Feedback need not be just from the class teacher: other teachers, support staff and especially other students and the students themselves are to be encouraged to be part of the feedback process such as via peer assessment.

5.4 Responsibilities for marking

It is the **responsibility** of the **Leadership Team** (LT) to:

- ensure that all Curriculum Area teams specific policy fits with the Dormers Wells High School model of marking and feedback
- monitor the consistent use of the policy across Dormers Wells High School

It is the **responsibility** of **Curriculum Leaders** (CL) to:

- design subject-specific marking policies based on the policy of Dormers Wells High School
- implement the marking and feedback policy
- monitor the consistent use of the policy
- ensure that the centralised and standard system of recording and preserving marks and assessment levels on Go4 Schools are moderated and accurate for each member of their team

It is the **responsibility** of all **classroom teachers** to:

- ensure that all class work and appropriate home learning in whatever form is marked regularly according to the Curriculum Area team's Marking & Feedback policy
- ensure that when marking takes place any unfinished work is subsequently completed
- ensure an accurate record of marks and grades are recorded within Go4 schools in line with the Curriculum Area's and school's policies
- explain the marking and assessment grading system to students
- ensure that assessment information is displayed at moderation events and informs further curriculum planning

5.5 Presentation Expectations for students (Pride in Presentation)

The following expectations must be applied consistently:

- All work will have a date and a title
- Writing will be on the lines in the exercise book starting on the left next to the margin
- All writing will be in blue or black. Green will be used when responding to teachers' feedback. Diagrams will be drawn in pencil and labelled in pencil or pen. Different colours may be used for creation of mind maps etc
- All work will be presented neatly. If a mistake is made a neat line is put through it
- The margin will be used for question numbers/correction of spellings
- There will be no graffiti or doodling in the exercise books or their covers
- All teachers and staff working in classes must ensure that the work that is presented by students is of the highest possible standard at all times in line with our Pride in Presentation ethos.

SECTION B: Roles and Responsibilities:

6.1 Development of teaching staff:

Our performance and practice is developed and supported in the following ways:

- Our new Appraisal (Performance Development) ethos and development opportunities
- Professional Development CPD sessions on Learning and Teaching via Staff Training /PLTS (Personal Learning Teaching Sessions working in pairs or as part of a triad
- DLTS (Department Learning Teaching Sessions)
- MLDP (Middle Leader Development Programme)
- Senior Leadership Meetings
- CATD and Year Team Training
- INSET days
- Curriculum and Year Reviews
- Feedback after lesson observations
- Working with key members of staff on specific areas for development including peer observations
- External CPD
- Specific Leadership coaching programmes for individuals and groups (e.g. Curriculum and Year Leaders / Leadership Team)
- Subject Network Meetings
- Borough Training opportunities e.g. ETSA Teach Meet
- ECT training programme including the ECT mentor training and ITT training programme
- Induction Programme for new staff

- Observing others teach key learners via our work within triads
- Mentoring and coaching sessions
- Educare training package providing a range of online courses
- Great Teaching Toolkit (Evidence Based Education)

6.2 Teaching and Learning team & Lead Practitioner (s)

Teaching and Learning team & Lead Practitioner(s) are school teaching staff who are committed to developing the Learning and Teaching within the school. They will work with colleagues across departments, run professional development CPD sessions during PLTS and contribute to whole school INSET. In addition, they are regularly observed teaching to support the professional development of others and observe and work with individual colleagues, as well as working with curriculum areas on specific focus areas for development. The Lead Practitioners also give specific support to our ECT colleagues via a structured programme of training and individual one to one sessions.

6.3 Curriculum Leaders (CL)

The principal focus for all CLs is the development of learning and teaching within the department, constructing a well sequenced challenging curriculum and monitoring the quality of teaching to ensure consistency across all team members. In addition, CLs are leading and facilitating the sharing of good practice to improve all aspects of learning and teaching via CATD and DLTS time.

7.1 Monitoring the quality of Learning and Teaching

Our performance and practice is monitored in the following ways:

- Teacher's own exams analysis
- Implementation of the Department Development Plan
- CL exams analysis (Sept) within Exam Meeting
- Curriculum and Year Reviews (lesson observations and meetings)
- ECT regular lesson observations
- Subject Reviews with external consultant
- Monitoring Learning walks (by CL and LT)
- Progress Reports analysis by teacher, CL, YL, LT
- Work Scrutiny / Deep Dive
- Student Voice interviews
- Line Management Meetings
- Other activities which involve monitoring, e.g. uptake of extra-curricular activities, options, open and parent evenings etc.

7.2 Intervening in underachievement:

Where monitoring of student progress identifies underachievement, there must be immediate action taken to address this:

Teachers: Teachers must

- actively engage and plan using the relevant data (for example, reading ages, KS2 data, SEN profiles / EAL levels, FFT Target grades) and use this to inform planning and monitor progress
- address barriers to learning which may prevent students from achieving, such as disruptive or passive behaviour or lack of confidence
- be aware of other factors, such as SEN, EAL and Higher Attainers needs as well as any social and emotional influences that may affect learning
- ensure Schemes of Work are pitched to their particular class, taking account of variations in gender, ethnicity and ability
- talk to students about their learning in order to establish reasons for any underachievement.   Progress must be recognised and encouragement given
- use appropriate sanctions when work or behaviour fails to meet an acceptable standard as per our Behaviour for Learning policy
- ensure parents/carers are informed. If students fail to respond to sanctions, then the Curriculum Leader (CL) must be informed. If at this stage a student continues to be of concern the Year Leader (YL) should also be involved to investigate if these issues are affecting progress across the curriculum
- ensure marking follows our Whole School & department marking & feedback policy and that students receive regular and specific feedback that supports their progress

Curriculum Leaders (CL) must:

- ensure Schemes of Work and assessment tasks are appropriate, rigorous and sufficiently challenging. The implementation of Schemes of Work (at all Key Stages) must be monitored.
- ensure their curriculum (Schemes of Work and assessment tasks) is reviewed and amended as appropriate
- regularly lead the Curriculum team in levelling work against age related expectations (standardisation & moderation)
- enable regular department discussions to focus on promoting achievement and result in actions that challenge underachievement – hold team members to account via robust analysis of student data and interventions in place to overcome any underachievement
- monitor and track the progress of individuals and groups of students against relevant data. Curriculum Leaders must liaise with Year Leaders, Line managers, and other "key workers"
- use appropriate actions to support students and staff in challenging underachievement
- present findings on a termly basis via Curriculum Review meeting and other forms of specific monitoring including data analysis for the team

Year Leaders (YL) must:

- use a variety of sources of information to have an overview of achievement and progress levels within their year group
- liaise with students, staff and parents / carers and take action to tackle underachievement where patterns can be identified for individual students across subjects
- liaise in partnership with Curriculum Leaders to ensure effective actions are in place that are shared to maximise impact for student
- action interventions to maintain outstanding levels of Behaviour & Attendance for all students within the year group
- hold weekly assemblies which promote our school values and create opportunities for self-reflection
- reward and praise students' efforts / work / achievements and celebrate success within year assemblies and via our school website

Reviews and Operation of this Policy

The Governors have overall responsibility for the operation of this policy and it will be reviewed annually.

Signed: _____ Date: _____

Chair of Governors: Tan Afzal

Signed: _____ Date: _____

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[i] *Improving Literacy in Secondary Schools*. Education Endowment Foundation. p.15
https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf
[ii] *Education Endowment Foundation: Teaching and Learning Toolkit (Collaborative Learning)*. Available from: https://educationendowmentfoundation.org.uk/evidence-summaries/ teaching-learning-toolkit/collaborative-learning