Teaching, Learning and Assessment Policy

Contents

1. Overview and Aim

The aim of the Teaching and Learning and Assessment Policy is to outline the school's ethos in respect of Learning and Teaching by detailing the expectations of Learning and Teaching in the school in line with the school's vision, values and mission.

This policy focuses on three key strategies:
- Learning and Teaching
- Personalised and Inclusive learning for all pupils of all abilities
- Skills for life

These strategies are underpinned by the vision, values and mission of the school. They are also reinforced and supported by the frameworks in place for the whole-school

environment which are separately considered in this policy, consisting of assessment, relationships and the learning environment.

All staff are witnesses to the vision and philosophy of a Catholic education.

2. Vision, Values and Mission

At St Augustine's Priory we pride ourselves on our richly embedded culture. Our Vision and Values are woven into every aspect of our work.

Our Vision is to ensure that girls leave St Augustine's equipped with the full range of skills required for life-long success as a woman.

Our girls will change the world

- We are a Catholic community inspired by the vision of our founders and passionate about shaping a better future.
- We empower pupils with outstanding results, a love of learning and an alternative way of thinking.
- Augustinians are ethical leaders sowing joy, truth and courage.
- In this school, freedom and generosity of spirit flourish. We seek a sustainable and prosperous future for all the world's communities.
- We cherish love for our neighbour, welcoming different faiths and cultures. Learning through dialogue we have hearts open to the whole world.

3. Roles and Responsibilities

The Senior Leadership Team, Heads of Departments, Faculty Leaders, Preps and Pre-Preps Subject Leads and Governors are responsible for ensuring each pupil receives a broad and balanced curriculum which supports our school's mission and values. They set school and subject level strategies, monitor the quality of Teaching and Learning in the school, and work collaboratively to maximise pupil outcomes.

Teaching staff, supported by Heads of Department or subject leads are responsible for the planning, preparation and assessment of schemes of work that allow pupils to achieve key milestones. They set and review targets and have responsibility for departmental reporting as part of the School's overall reporting programme to parents/carers. It is the teacher's responsibility to be aware of individual pupils' learning needs and to ensure learning and teaching is suited to these needs. It is their responsibility to find out about any factors influencing a pupil's learning using the information available such as CAT data, EAL and SEND register as well as personalised learning plans, AG&T register and suggested strategies for inclusion. All teachers should be familiar with the SEND Policy and Able Gifted and Talented Policy and work closely and effectively with staff with SEND, EAL, AG&T and pastoral and safeguarding responsibilities. Teachers are expected to make the education of their pupils their first concern, and utilise The Teachers' Standards (Appendix 2) as the minimum level in their practice.

Specialist SEND, EAL and AG&T staff are responsible for maintaining records of girls' needs and in the case of SENDCO facilitating access requirements. They are tasked with working closely with teaching staff, clarifying the pupils' needs and identifying appropriate strategies to support and challenge.

Teaching Assistants are responsible for ensuring that pupils under their supervision have equal access to the curriculum and achieving their goals.

Heads of Year, Form Teachers, and Mentors are responsible for the overall well-being of the pupils, helping them to achieve academically and guiding them in their future choices as well as communicating within the school and with parents/ carers.

Pupils are responsible for allowing themselves and others to be good learners. They work with staff to set themselves targets and then plan how to achieve them. Pupils know that good attendance and punctuality is important, they respect school rules, resources and property and help keep a safe and positive learning environment.

Parents, carers and families are responsible for taking an interest in their child's learning. They talk to their children about school in a positive way and help their child see the value of education. They support the School with rewards and sanctions and reinforce school strategies and the school mission at home. They come to meetings and communicate with School when there are problems. They promote and facilitate excellent attendance.

4. Learning and Teaching Strategies

We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

a. Learning and Teaching
What makes an outstanding lesson?

Lessons normally follow departmental schemes of learning and are set within the context of national standards for that subject. Lessons should be well-planned, using effective teaching methods with excellent management of class time and understanding of the individual needs of ALL pupils in the class and enables all pupils to develop their skills according to their ability. Teachers are likely to have different teaching styles, and are encouraged to have a sense in freedom in terms of trying new methodologies and taking measured risks in planning their lessons to enable active learning. Teachers are expected to promote pupil-led and independent learning; encouraging a love of learning and alternative ways of thinking in line with the school's mission.

Contextualised Learning
- Pupils should always understand the big picture and have this explained to them (unit, topic, etc.)
- Pupils should be quickly involved in an activity that makes them think and understand what the lesson will be about.
- Learning objectives should be clear and discussed with pupils. Pupils should fully engage with success criteria / learning outcomes for the lesson and review their progress against this.
- Involve pupils in recapping the previous lesson briefly to reinforce the sense of direction and learning and pupils should be involved in working out their next steps.
- Encourage pupils to think about how they learn in the subject.

Teaching Strategies
- An engaging starter activity should make pupils think from the start of the lesson.
- Use a range of activities and learning methodologies to maximise pupils' different learning styles.
- Specific timings should be given for pupil activities, and it is good practice to display these for pupils to make reference to.
- Ensure high challenge and low stress by giving thinking time when asking a question.
- Take every opportunity to check understanding, to give feedback and appropriate praise for effort - pupils should be involved in a dialogue about their progress.
- New technologies and varied resources should be used where relevant to aid and improve learning.
- Take every opportunity to ensure an inclusive learning experience for all pupils, paying particular attention to pupils with protected characteristics and proactively bringing in diversity through the case studies, examples and scenarios used in teaching. Staff are encouraged to refer to the Schools' Inclusion Alliance Diversity Calendar for help and resources.
- Provide adequate time for plenary activities to review learning, check understanding and set targets for progress.
- There should be a clear and cohesive end to the lesson, with a recap of the lesson, reviewing progress against the lesson's objectives and outlining the next lesson.
- Peer and self-assessment should be used to facilitate pupils' active learning.

b. Personalised and Inclusive Learning

Inclusion of all pupils is ensured through the appropriate challenge of work and adaptation to the curriculum and resources. Effective learning opportunities are provided for all pupils by the setting of suitable learning challenges, responding to pupils' diverse learning needs and the overcoming of potential barriers to learning and assessment for individuals and groups of pupils. Pupils should have the opportunity to progress relative to their ability.

Equal opportunities. All children will have equal access to the curriculum. Teachers have high expectations of children and recognise and respond effectively to all issues relating to equal opportunities. Staff will endeavour to help all children reach their full potential. All

staff should actively establish and maintain a culture of equality which ensures inclusion of pupils with protected characteristics. Staff should follow best-practice strategies in both curriculum planning and resources, utilising internal and external expertise where appropriate.

Pupils with special educational needs or disabilities may have extra specialist support under the direction of our SENCO and will be provided with activities in class that are appropriate to the pupil's individual ability. Pupils may also receive extra support from specialist teachers and teaching assistants. Teachers should make use of Provision Map in their planning to ensure that teaching strategies are adapted to particular needs and access arrangements are used as the normal way of working where relevant.

More able and gifted and talented pupils will be catered for within their class by use of a variety of extension activities, by greater depth in questioning and understanding and by an emphasis on work involving higher order thinking skills. Scholars follow a specific programme of challenge and enrichment

Reports will focus not just on what pupils have achieved but on their targets and next steps. Pupils identify their areas of strength and weaknesses and work with teachers to come up with agreed targets. Pupils who require extra support have a personalised intervention plan. Students have at least one-to-one discussion per term with their assigned form tutor to discuss progress, referring to their most recent report. Each form has two form tutors who have specific responsibility for half the girls in the form. Year 11 are assigned a mentor who guides them throughout the year with their specific challenges.

c. Skills for Life

Through teaching skills for life we aim to enable each aspect of our mission:
- empowering confident, resourceful, curious and independent learners who love learning for its own sake;
- encouraging self-reflection: the ability to assess their learning and set goals on how to improve;
- developing self-esteem and the building of positive relationships with other people, demonstrating generosity of spirit to all;
- pupils will, in the Seniors, be given regular, accurate and up-to-date careers guidance so that they are able to make informed decisions about a broad range of career options
- developing respect for the ideas, attitudes, values and feelings of others, respect for all cultures and learning through dialogue to have hearts open to the whole world;
- enabling learners to feel valued as part of our Catholic community; helping pupils grow into reliable, independent and positive citizens for the 21st century and the 4th Industrial Revolution, passionate about shaping a better future.

At St Augustine's Priory, Catholic Social Teaching, SMSC and Fundamental British Values are embedded across our curriculum and underpinned by our Mission. Our mission statement

exemplifies our attitude and approach to the importance of the development of all aspects of SMSC. We recognise that the development of pupils, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and have the ability to access the world they live in.

5. Whole-school Environment

(a) Feedback and Assessment

Our goal at St Augustine's Priory is to produce independent learners. We encourage our pupils to be creative and imaginative and develop a lifetime love of learning.

Marking and Feedback

Our marking and feedback protocols at St Augustine's Priory are designed to encourage self-reflection and targets for improvement. They ensure that our pupils' progress is monitored effectively and that there can be ongoing development in the way we teach them. Pupils are provided with individual feedback to enable them to learn more effectively, as well as informing planning for the next stage of learning.

Marking and feedback should:

- be manageable for teachers and appropriate to children's ages or stages;
- relate to the learning objective and/or success criteria/I can statements
- give recognition and praise for progress and achievement and give incisive feedback
- respond to individual learning needs;
- enable a dialogue between pupils and teachers, leading to improved pupil outcomes
- be clearly and consistently applied to enable students to understand how they are assessed and how to make progress
- inform future planning;
- consistently use the agreed codes across the school and within departments.
- be seen by children as a positive approach to improving their learning

Teachers should consider applying "blind marking" at least once per year across each subject / year group where practical to enable consistency of approach for all learners. Marking and Feedback protocols for different Key Stages are outlined in **Appendix 1.**

Assessment and Reporting

All teachers should ensure that their planning takes into account the school's assessment and reporting calendar. Formative assessments are ongoing and summative assessments happen at least once a year. The number and timing of assessments varies according to Departments and Key Stages and the schedule is published each term. Results are reported to students and parents in line with the reporting calendar. Results are analysed and used to enhance teaching and identify pupils or groups of pupils who require specific intervention or other support. This review process takes place after each reporting cycle, with Deputy Head (Academic), Deputy Head (Preps and Pre-Preps), Faculty Leads, SENCO and Heads of Year.

Post mock-exam analysis will also take place with Heads of Department. In the Preps and Pre-Preps, pupils undertaking cognitive ability testing (CAT 4) at the start of Year 5. Pupils in Year 1 to Year 6 undertake progress tests in English and Maths (PTE and PTM) twice a year, once in September and then again in June.

Teachers should consider methods of retaining examples of student work (scanned or printed copies) to enable monitoring, reflection and review across year groups.

(b) Relationships

Our vision and values outline the importance of equipping our pupils with the skills they require for life-long success. Crucial to this goal is the ability of our pupils to build strong relationships with their peers, teachers, school community and wider local community.

Pupils learn in a variety of ways and from a variety of people, both in and out of lessons. Our pupils will learn from:

- Teachers (both explicitly and implicitly)
- Role models (including support staff and other adults in the school)
- Each other (peer learning)
- Themselves (self-reflection)
- Parents
- Mentors or coaches

For pupils to make good progress they require:

- Strong, positive relationships with their teachers
- Teachers who imbue a strong belief system in pupils
- A consistent approach based on the effective implementation of the school's policies

The relationships forged in the school are built on respect and believing in success. In particular, good relationships are based on mutual respect, mutual support, empathy and compassion. The concept of "RADIO" (Respect, Active Listening, Dialogue, I, Ouch and Oops) is used throughout the school as a means of prompting these behaviours.

In the classroom, teachers should be aware of the following:

- Mutual respect in the classroom is central to positive relationships
- The learning environment should be calm and positive, but energetic and focused
- All pupils should be treated with respect – this applies to both pupil-teacher and pupil-pupil relationships
- The learning environment must be a safe area which enables intellectual risk-taking: a "no-put-down" zone
- Sarcasm and banter is unacceptable
- Relationships should be built with the pupils as individuals – what interests and motivates them, previous achievements and past attainment.
- Teachers should be aware of pupils' particular educational needs: SEND, EAL, AG&T
- High expectations of pupils, their work, contribution, behaviour and manners

- Focus on positive interaction between pupils during group or paired work
- Teachers should always try to use pupils' names and interact with each pupil individually during the course of the lesson
- Enthusiasm for the subject together with energy and engagement are all important in building positive relationships.
- Teachers should try to describe the behaviour they would like to see rather than what they don't want to see.

(c) Learning Environment

The learning environment is the third framework to support Teaching and Learning strategies. Both teachers and pupils have an active role to play in ensuring a successful environment for promoting learning within and outside of the physical classroom. These roles are outlined the school's Learning Charter and Code of Conduct.

Also included in the learning environment is the school's Promoting Good Behaviour Policy, which is designed to motivate pupils and ensure that they take full advantage of the learning opportunities available to them.

Classroom Learning Environment

Learning Environments should encourage pupils to think and provide pupils with additional learning resources. Classrooms should be positive learning environments, with key terms and success criteria including examples of outstanding pupil work, displayed for pupils to promote achievement. Maintaining classroom learning environments is the responsibility of the form teacher (Preps and Pre-Preps) or relevant department (Seniors). Responsibility for some shared classrooms will be at the direction of senior management.

Digital Learning Environment and Blended Learning

The learning environment also covers the digital environment and blended learning. The school uses Google Classroom as its default digital classroom. Teachers should ensure that their digital classrooms are maintained to a high standard to enable all students to access resources. Tasks and activities should be posted to the classroom for ease of reference. Senior school subject departments are encouraged to use Google Sites for posting general students' resources and support.

Blended Learning in its simplest form is a hybrid model of learning which involves a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching. At St Augustine's Priory, all students should be able to access excellent teaching and be able to make outstanding progress. Blended learning provision may be offered in certain circumstances and is at the discretion of the Head and Senior Leadership Team, in line with any applicable government guidelines. Specific blended learning protocols will be agreed on a case-by-case basis but the general aims are as follows:
- To ensure equality of provision to all students so that they continue to make outstanding academic progress and receive excellent pastoral care.

- To develop blended learning so that the in-person and online elements work together to create a richer learning experience for ALL students, giving them life-long skills and enabling independence and flexibility in their learning.

Remote learning

There may be instances that remote learning will be offered to pupils. This may occur because a pupil is unable to attend the school site due to issues outside of day-to-day illness. Such instances may include a physical challenge, e.g. as a result of an injury/ accident which inhibits the pupil's ability to physically enter the school. As such, and at the Headteacher's discretion, remote learning for a period of time may be offered to the pupil. Pupils will be expected to join on-line via Google Classroom/ Google Meet using their school accounts as per normal. Their engagement with the work in lesson, behaviour and completion of homework are in-line with the expectations we have for on-site classroom attendance. Teachers will make arrangements for pupils to join lessons and provide the necessary resources as per normal. Heads of Year will make regular wellness calls home to gauge the progress and effectiveness of the provision.

Some pupils with Special Educational Needs and Disabilities or English as an Additional Language may not be able to access remote learning without support. Our SENDCO will make regular wellness calls home to ascertain the progress and effectiveness of remote learning in terms of pupil progress. The school SENDCO will also liaise with classroom teachers to ensure that effective and appropriate support is implemented effectively.

There may be occasions when the school may revert to remote learning if the school site is inaccessible. Such as in the instance of prolonged extreme weather conditions or other unforeseen and unavoidable reasons for school closure, the school would consider a move to remote learning for one or more year groups. Equally, if an unforeseen event were to occur where students could not come on-site, and the school site was closed, we would move to remote learning in such an instance.

Remote learning will not be offered to pupils who are unable to come to school due to normal childhood sickness or illnesses (for example, coughs, colds, flu or chickenpox). Pupils should return to school once they have recovered from their period of sickness.

Appendix 1: Marking and Feedback Guide

Types of marking

The school makes use of two main forms of marking/feedback:

1. Verbal Feedback

Verbal feedback is a constant part of the learning process.

2. Written marking and/or feedback:

a. Summative feedback / marking:

This is evaluation of or after learning and typically consists of marks, grades, codes or comments.

b. Formative feedback / marking: Success and Improvement Marking

This is evaluation during learning. Developmental formative marking requires the teacher to:

- Review the learning in detail;
- Use the relevant code/s where appropriate;
- Provide next steps in learning. These should be specific to the child, be incisive and challenging, and allow opportunities for them to practise the suggested next steps or action points.

Not all pieces of work will be marked in depth. Teachers will use their professional judgement to determine which pieces of work require detailed marking and feedback.

Some pieces of work will be both formative and summative.

Self-evaluation of learning by children
Time must be built into planning to enable children to evidence work and reflect on the variety of tasks covered and the feedback given. Different phases of the school and departments have their own methods. Pupil voice is an important part of the School's marking policy and pupils are provided with the opportunity to reflect on their own learning which will feed into teacher planning and preparation

Proof Reading

Children are encouraged to check over their learning task as they work on it and self-edit where appropriate.

Not all spelling, punctuation and grammar errors must be corrected by the teacher in every piece of writing but will be noted as a future teaching point, especially for pupils with special educational needs. However, where punctuation, grammar or spelling is a personal target for an individual child, *then that child's work will be marked* accordingly, against their current target.

In RE, professional judgment will be exercised to ensure that the focus of assessment and marking is on RE learning objectives.

Monitoring and evaluation

Book scrutinies, lesson observations and other monitoring activities regularly review the quality of the marking being carried out and its impact upon pupils' progress and outcomes.

Preps and Pre-Preps

Marking approaches

   	Green for growth (area to be developed)	**Key Stage 1 Marking Codes:**
   	Tickled pink ☺ (highlight objectives/targets met)	

CT	Class teacher supported
TA	TA Assisted
VF	Verbal Feedback
I	Independent learning
GW	Group Work
✔	Things you have done well

	↑	Next steps in learning
	STRETCH AND CHALLENGE	Please respond to the green question

sp	spelling
~~	This does not make sense
∧	A word has been left out
⬭	Can you think of a better word?
//	Start a new paragraph
C	A capital letter has been missed out or is in the wrong place.
P	Punctuation : ; () - , . ? !
U	Needs underlining
CT	Class teacher supported work
TA	TA assisted work
VF	Verbal feedback
T	Personal Target
a ✔	Things you have done well
⬆	Next steps in learning
STRETCH AND CHALLENGE	Please respond to the question

KS2 Marking Code

Senior School

Teachers are not required to follow a set protocol or list of codes for marking and feedback but are expected to follow the key principles of marking and feedback outlined below:

- Marking and feedback is designed to improve pupil outcomes. Marking quality and the regularity of marking are key to enabling pupils to make progress. In depth and structured marking with clear and regular feedback are key to allow pupils to progress. All pupils should be able to easily understand the marking and feedback provided (whether verbal or written) and ascertain:
    - Strengths / positives in relation to the task/activity undertaken
    - Weaknesses in pupil performance in the task / activity undertaken where appropriate (normally in relation to initial success criteria).
    - Next steps, targets and/or actions required, including timescale
- Marking and feedback should enable a dialogue between pupils and teachers, with pupils taking responsibility for their own progress.
- Pupil progress as a result of marking and feedback should be evident in revisions to assessed pieces of work, or future tasks / activities

Marking protocols should be consistent within departments.

Appendix 2: Teachers' Standards

The Teachers' Standards published by the Secretary of State for Education are for use in schools in England from 2012. All teachers are expected to utilise the standards as the minimum level of practice. The Standards can be found by clicking on the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers__Standards_Dec_2021.pdf