

EASTHAMPSTEAD PARK COMMUNITY SCHOOL

Teaching, Learning and Assessment Framework



Teaching and Learning

Teachers:

- Place lessons in context of prior and future learning and assessment.
- Present new material in small steps using clear and detailed instructions and explanations.
- Provide opportunities for high level practice after each step.
- Guide students as they practice by “thinking out loud” and modelling steps.
- Provide examples and models of worked-out problems and exemplar work (and the steps to them)
- Provide frequent opportunities for high level extended writing, discussion and problem solving.
- Provide students with structures to help them ask questions to stretch or deepen their understanding.

Use questioning to:

- a. Check for understanding of processes and instructions.
- b. Push students to think more deeply, develop their ideas and make more complex connections (e.g. using a Bloom’s model.)
- c. Confirm what students have learned
- d. Assess the learning and responses of all students within the lesson.
- e. Adapt the lesson and/or instructions and re-teach elements if necessary.
- f. Provide regular feedback and corrections.

Teach students how to learn and revise in their subject areas, e.g.

- Over-learning techniques
- Learning off by heart
- Effective internet research
- Planning and checking essays
- Using mark schemes
- Working collaboratively

Use every opportunity to teach, model and/or promote literacy and numeracy.

Use every opportunity to promote and develop personal, social, moral, spiritual and cultural education.

Behaviour for Learning

Teachers help students to develop excellent behaviours for learning. Students:

- Arrive on time and equipped for lessons.
- Settle to activities quickly.
- Have pride in their work and their achievements.
- Move through routines smoothly, with no time wasted.
- Work respectfully and productively with others.
- Have highly effective independent learning skills.
- Complete work neatly and books/folders are kept in good order (see Appendix 2)
- Have stamina and resilience to cope with extended writing, discussion and problem-solving.
- Use their books and other resources to help them plan and complete work.
- Use active feedback comments, mark schemes and PLCs to help them plan and complete their work.
- Complete DIRT activities fully.
- Use skills and knowledge from other subjects to inform their work.
- Can select the most appropriate way of working and resources for them so they can learn effectively.
- Can model excellent learning behaviours to others.
- Ask questions of their peers and the teacher which help them develop their understanding.

<p>Routines and behaviour management</p> <p><u>At the start of lessons:</u></p> <ul style="list-style-type: none"> • In Y7, 8 and 9, students line up outside the classroom and on entry, stand behind their chairs. • All students put homework diaries and equipment for lessons on their desks. • Uniform is checked. • Students settle quickly to a purposeful and calm activity. • A register is taken within the first 10 minutes of the lesson. <p><u>During lessons:</u></p> <ul style="list-style-type: none"> • There are established routines for regularly used activities. • Disruption of learning is not tolerated. The behaviour policy of Respect and Pride is followed consistently. • Students are praised personally and specifically. • Classcharts is used to record positive and negative behaviour. <p><u>At the end of lessons:</u></p> <ul style="list-style-type: none"> • Uniform is checked. • Students are dismissed in an orderly manner. 	<p>Planning</p> <ol style="list-style-type: none"> 1. Lessons are planned in line with the department's scheme of work so they are part of a continuum of learning. 2. Teachers use information from summative and formative assessments about the needs of individuals to ensure that lessons/activities are adapted to meet the needs of all students and to ensure there is stretch and challenge for all. 3. In designing lessons, teacher plan: <ul style="list-style-type: none"> • Learning success criteria which are clear and ensure progress over time for all students. • Clear outcomes that the students must demonstrate to show that they have met their personal success criteria at each stage of the lesson (and therefore over time) • A series of episodes which effectively engage every student and ensure they meet their personal objectives. • Assessment activities and/or questioning to check that students are progressing through the lesson and meeting their objectives.
<p>Homework</p> <p><u>Discovery:</u> Students are issued with 30-45 mins of homework per week in English, Maths, Science and Humanities, and 30-45 mins of homework per fortnight in their other subjects. Homework may constitute:</p> <ul style="list-style-type: none"> • Flipped learning (such as reading an article or watching a video). • Knowledge recall activities designed to consolidate learning from the lesson. • Activities requiring students to apply the knowledge they have learnt in recent lessons. • Activities requiring students to research more widely around a topic they are studying in class. <p>All homework will be recorded on Classcharts, and relevant supporting documents shared through Google Classroom.</p> <p><u>Destiny:</u></p> <ul style="list-style-type: none"> • Core subjects (English, Maths and Science) set a minimum of one homework per week, lasting between 45 – 60 minutes. The foundation subjects set a minimum of one homework per fortnight, lasting between 45 – 60 minutes. Non-examined subjects (PE, PSHE and RS) do not routinely set homework. • There is an expectation that students will be routinely reinforcing their learning through revision and the use of GCSEPod and MyMaths. <p><u>EPCS6:</u></p> <ul style="list-style-type: none"> • For Level 3 courses, students are expected to complete an additional hour of work for every hour's lesson that they have. • Students on the Ready to Work course will be set homework by each of their teachers and there is an expectation that all work will be completed by the deadline set. • All homework in EPCS6 is set via Google Classroom. 	<p>Written feedback</p> <p>Teachers provide written feedback in line with their department policy (see EPCS Feedback Summary). All feedback should be manageable, meaningful and motivational. Marking should drive planning and teaching in a recurring cycle.</p>

The expectations set out in this document meet the requirements of the Teachers' Standards.

Assessment

In Discovery and Destiny targets are based on KS2 test results for English and Maths, where these are available. In EPCS6, ALPS, which is based on GCSE results, generates targets.

Discovery

Each subject has assessment grids showing progress across Discovery. Students are given end of year target grade for each subject based on their KS2 SATs scores.

Year 9: Foundation Year

Students are given a target band, based on their KS2 SATS score – Grade 7+, Grade 5-6, Grade 3-4. We report whether students are on target to achieve within their target grade band by the end of Y11.

Destiny and EPCS6

Students are graded using a professional prediction based on a student's current level of attainment and the grade they are likely to achieve at the end of the qualification based on current performance.

They are given a grade 9-1 and a sub-level:

a - Based on current performance, the student is very secure at the given grade. S/he must work hard to progress in an attempt to achieve a higher grade.

b - Based on current performance, the student is secure at the given grade. However, s/he must continue to work hard to consolidate this grade and begin working towards a higher grade.

c - Based on current performance, the student is on track to achieve the given grade but it is not secure. S/he must work hard to secure this grade and avoid dropping to a lower grade.

All students from Y7-13 are also assessed on the following areas:

Behaviour for learning

1	Makes an exceptional contribution to the learning environment and is highly adept at managing their own behaviour
2	Demonstrates positive attitude towards the teacher, their learning and each other.
3	Responds promptly to teacher's directions and works cooperatively with others.
4	Lacks engagement, causes persistent low level disruption and, more than occasionally, reduces learning.

Homework

1	Outstanding standard of work both in presentation and content, deadlines met.
2	Good standard of work both in presentation and content, deadlines met.
3	Standard of work requires improvement in both presentation and content, some deadlines missed.
4	The quality of the students work is unsatisfactory. Homework and/or coursework needs to be completed appropriately and deadlines met for submitting this work.

Examination grade - at the end of the academic year all students in Years 7 – 10 receive an end of year examination grade.

Parents/carers receive reports using this data at least three times a year at Full Progress (FP) points. Y11, Y12 and Y13 may, on occasion, receive further data points.

The responsibility of a classroom teacher is:

- To input data into mark sheets.
- To upload tracking data onto class profiles.
- To share the target grades, assessments and progress towards target grades with individuals in their class.
- To ensure that all students' assessments are accurate and complete.
- To **use** the data to ensure that students are able to make progress towards their targets.
- To ensure that as a result of assessment, lesson planning is adapted and differentiation is a key aspect of all teaching and learning.

Appendix 1: Standard Marking Codes

SP = Spelling error
EXP = Weak expression
C = Missing or misplaced capital letter
P = Punctuation mistake
II = New paragraph
△ = Development needed
S = Sentence structure/syntax error

Appendix 2: The Presentation of Work

There should be a high expectation of the standard of presentation of student work at all times. The following are generic standards to which all curriculum areas are to adhere.

- Students should begin work with the date and title, underlined using a ruler
- Students are to write in blue or black ink
- Diagrams and drawings are to be in pencil
- Mistakes are to be crossed out using one line only
- Care should be taken over handwriting
- There should be no graffiti/doodling

Reviewed and Revised:

February 2019

Responsibility for Implementation and Review:

Deputy Headteacher
Learning and Progress Committee

Date of Next Review:

Spring 2020