



Lyndon School

LYNDON SCHOOL, A NINESTILES ACADEMY

Ninestiles Academy Trust Mission Statement

Strength through diversity;
ambition through challenge;
excellence through curiosity.

Title	TEACHING AND LEARNING STATEMENT OF INTENT
Rationale	<p><i>'Give the students something to do, not something to learn. And the doing is of such a nature as to demand thinking. Learning naturally results.'</i> <i>Dewey</i></p> <p><u>Introduction</u> We aim to develop ourselves and those we teach as: Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. Our success in this aim will depend on how far all involved feel secure and valued, and the extent to which we all learn how to think effectively in different contexts. This policy sets out the principles and expected practice that underpins provision (ethos and approach for learning, teaching and assessment) at Lyndon School, a Ninestiles Academy.</p> <p><u>Key principles</u> Our starting point is inclusion. Students will not be subject to discrimination, intentional or otherwise, on the grounds of their social circumstances, gender, race, religion, cultural beliefs, disability or sexual orientation.</p> <p><u>Engagement</u> Students need motivation. They should have a significant reason for engaging in the learning process and positive feelings about involvement. Whilst learning brings its own emotional and/or intellectual reward, Lyndon School aims to, where possible, reward students with meaningful incentives that foster motivation.</p> <p><u>Participation</u> Students need to participate in the learning process. They should be active and take as much responsibility as possible for their own learning. Lyndon School aims to, where possible: provide students with opportunities for students to lead whenever possible, make informed choices about what, where and how they learn, peer and self-assess.</p> <p>Lyndon School will encourage students to become aware of themselves as learners, conscious of their own preferred styles of learning, confident enough to seek help, perceptive enough to know where help may be best sought, skilful enough to access help readily.</p>

Getting it right for every student

No student can be fully effective if he or she feels unhappy, troubled or insecure. Lyndon School is committed to working in partnership to ensure that each student feels safe, healthy, motivated to achieve, makes a positive contribution, and is respected, responsible and emblematic of the School's vision.

Teachers have a central role in this process, working with others in the school community to create the right conditions for effective learning.

Our teaching staff will be:

- a. Aspirational; share a genuine belief that every student can succeed
- b. Assertive; be decisive, confident, firm but fair
- c. Encouraging; positive, supportive, welcoming, reflect upon genuine errors and see them as an opportunity to learn
- d. Enthusiastic; believe in what they are teaching, enthusing and inspiring students
- e. Respectful; have a genuine desire to work with all young people irrespective of their social circumstances, gender, race, religion, cultural beliefs, disability or sexual orientation.

As well as setting out the principles that underpin our practice this policy also promotes the crucial importance of establishing and maintaining good working relationships if successful learning is to take place.

Effective Elements in Practice

Lessons (or groups of lessons) should contain the following elements. They are the strategies known to be the most important to deliver high quality learning.

1. Learning Objectives. These are identified and shared along with a driving question for students to engage with immediately. This is a 3-step process (objective, outcomes, driving question) in which students are told not only the purpose of the lesson but what is expected as a successful outcome to stretch and challenge all learners (i.e. 'what they need to do to achieve their target or beyond'). There is a need to communicate why they are doing what they are doing and how it fits into the bigger picture of the subject or their wider learning (e.g. links to SMSC and skills development). It is recommended that differentiated learning outcomes are clearly displayed in every lesson. A driving question is set relating to the main learning objective which will be referred to throughout the lesson and all students will be able to answer this question at varying levels at the end of the lesson.
2. Differentiation. This is an on-going process that accommodates the needs of individual students and groups of students. It ensures that teaching allows all learners to make or exceed their expected progress. Differentiation is best achieved when based on an informed review of the student's learning through periodic teacher based assessment and Assessment for Learning (AfL) – see Section 3 for full explanation of AfL. Differentiation within a classroom should take into account students' baseline data and their target grade (based on FFT20/FFT5.)

Differentiation may be achieved:

- a. by Task; because students work in a variety of ways, a range of tasks spanning the spectrum of abilities can be effective.
 - b. by Resource; when doing this, it is essential to consider
 - Layout, design, graphics and readability
 - Using student friendly storage and retrieval systems that support independent approaches to learning
 - Training students to use a variety of resources and mediums both under direction and independently
 - c. by Response; this can be by a teacher, another adult or another student. The written or spoken response can be powerful.
 - d. by Outcome; This is primarily used to assess and inform another type of differentiation
 - e. by Group; This is an important way to allow purposeful use of resources (including the other students in the group).
 - f. by Support; this includes the use of other adults in the classroom.
3. Assessment for Learning, AfL. Effective assessment informs and supports the learning and teaching process, helping to raise attainment and achievement. All involved should understand and take appropriate account of the three main types of assessment:
- a. Assessment *for* learning is essentially formative assessment. It is the process of seeking and interpreting evidence so that learners, parents/carers and teachers can decide, through high quality dialogue, where the learners are in their learning, where they need to go next and how best to get there.
 - b. Assessment *as* learning is essentially evaluative assessment. It is about using assessment to learn how to learn and thus encourage the development of autonomous learners. In effective assessment *as* learning, learners through self and peer assessment identify and reflect about their own evidence of learning. Personal learning planning provides a supportive framework for these processes.
 - c. Assessment *of* learning is essentially summative assessment. It is about measuring, analysing and reporting performance. Effective assessment *of* learning provides information about individual skills and knowledge leading to awards which are passports to opportunities in life, work and education.

What AfL can look like in lessons:

- a. Teacher Questioning (Blooms taxonomy)
 - b. Student questioning
 - c. Mini plenaries
 - d. Mini Whiteboard activities
 - e. Peer assessment
 - f. Self-assessment
 - g. Think, pair, share
 - h. Reflection time
4. Plenaries. These should refer back to the learning objectives and learning outcomes. They should allow both students and staff to reflect on what progress has been made and how this matches to the learning outcomes. This feeds into the next lesson (or groups of lessons).

Marking & Guidance

Overview

At Lyndon School, we will ensure that students get the maximum benefit from their education through an entitlement to regular guidance from staff. This will enable them to understand their progress and achievement and inform them of what they need to do next to improve. The methods of marking and assessment of work will be applied consistently throughout the school.

Purpose

- a. To advance pupil progress and outcomes.
- b. To monitor, evaluate and review students' current stages of progress, and identify their next steps for further progress and improvement: Dedicated Improvement and Reflection Time (DIRT).
- c. To give students accurate Guidance on their progress and attainment.
- d. To promote a positive self-image and growth mind-set for students in accordance with school aims, and, through this, encourage them to value and take pride in their work.
- e. To celebrate and reward students' achievement and progress.
- f. To agree and set challenging targets for improvement.
- g. To standardise the marking procedures throughout the school.
- h. To enable students to self-evaluate their work and take responsibility for setting their own targets.

Principles of Marking and Guidance

- a. Marking will be against the learning objective/driving question and individual targets.
- b. Any learning points / misconceptions will be addressed.
- c. Students will have the opportunity to reflect on their Guidance and question comments.
- d. There will, whenever possible, be an opportunity for the student to participate in the process so that there is a shared perspective on Guidance, marking and target setting.

The following pens will be used as follows:

Stationery	Task Undertaken
Black/Blue pen	Students' work
Purple pen	Teachers' Guidance
Green Pen	Response to teacher Guidance: peer assessment/self-assessment

Marking Code & process:

Symbol	What it means	For example
//	You should have started a new paragraph	TIPTOP – you should start a new paragraph when there is a shift in Time, Place, Topic or person.
WW	You used the wrong word	E.g. 'Their' instead of 'There'
Sp	You have misspelt a word	The teacher may give you the correct spelling or ask you to find /record the correct version
P	You have missed out a type of punctuation	An appropriate form of punctuation

C	You have missed out capital letter	All new sentences should begin with a capital letter
G	Grammatical error	There is a problem with the grammar in your work
~		Meaning is unclear

Assessment for Learning

Assessment for Learning should be in almost all lessons. This could include: peer assessment, self-assessment, verbal feedback, questioning, short tests/quizzes, e-learning, use of Thinking Skills based tasks, mini plenaries, short or extended pieces of writing, etc.

Focused Marking

Assessment of Learning (AoL) (summative assessment) is focussed on the outcome of learning and is more formal. It will be identified in departmental programmes of study and will often take shape in the form of an exam style question and extended pieces of written work in preparation and monitoring of progress between assessment windows.

This is an independent task or test and should take place a minimum of twice a half term.

- Students should receive detailed and diagnostic feedback to improve and make further progress.
- Teachers should focus on correcting frequent mistakes and should not attempt to correct everything in books. 'Focussed marking' is marking a section of the work rather than correcting all of it.
- Teachers should mark the identified piece of work well and in detail and offer sophisticated **guidance** and no matter what, ensure that the **guidance** is specific and diagnostic.

All marking should involve:

- Maximum of 5 spelling mistakes per assessment piece;
- WWW & Question/Questions for student response;
- Response from student (in detail answering the question/questions set);
- Guidance – a response should be provided to the student response by either verbal guidance or peer assessment against a set criterion from which a student will set a target.

Guidance can be given individually or through whole class Guidance. Appropriate time will be provided in lessons to respond to marking and make further progress.

All subject Schemes of Work should have time built into each unit/module for self-assessment and self-evaluation procedures. There may be some variation in practice between teams, but the principles outlined should clearly underpin team practice.

Assessment

Alongside ongoing AfL and internal assessments to monitor student progress across throughout the year; students will be formally tested in accordance with the Assessment Calendar for the Ninestiles Academy Trust. This is currently three times a year for Years 7,8, 9 and 10 and twice in Year 11.

	<p>Quality assurance of assessment is a two tier process:</p> <ol style="list-style-type: none"> a. Standardisation, where staff use assessment guidelines and standards files to discuss and agree grades from sample work. b. Moderation, where teachers bring samples of their class and their judgements are reviewed by other staff and a final decision made. <p>In the case of both Marking and Assessment; Subject Team Leaders are expected to:</p> <ul style="list-style-type: none"> • Monitor the consistency and effectiveness of the teaching and learning delivery each half term, use quality assurance processes (standardisation, moderation, workbook trawls & learning walks) to ensure the quality of teaching and learning is at least good and increasingly outstanding. • Ensure all learners' needs are effectively addressed and monitored. • Develop and review each half term the assessment processes, materials and recording mechanisms to support individual student progression and provide quality information for Key Stage monitoring and target setting for the students, staff, parents, carers and partner institutions. • Ensure tracking systems at student, group/class and cohort levels, are kept up to date and used to plan next learning steps. Set, monitor and use AfL strategies to achieve the agreed subject targets at Key Stages 3 and 4.
--	--

Monitoring & Review	Senior Leadership Team
Staff responsible	Senior Leadership Team
Committee responsible	Lyndon Governance Board