

**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> Dewey</p> <p><b>Introduction</b> 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.</p> <p><b>Key principles</b> 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><b>Engagement</b> 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><b>Participation</b> 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>

### **Dialogue**

Students need to communicate through verbal and/or multi-sensory dialogue. Research and empirical evidence demonstrates that real understanding takes place when students work through with someone else what is to be learned and how far they have been successful in their learning.

Lyndon School aims to, where possible, provide students with opportunities to talk through their learning regularly with their teachers, their peers, parents and others.

### **Thinking**

Students need to think. This thinking should be critical and creative, robust and flexible in order that all may understand and achieve their potential whatever the context.

Lyndon School aims to, where possible; provide students with opportunities and experiences where they can be positively critical, question, investigate, test and seek after the truth about them, others and the world in which they live. They will be encouraged to be creative, imaginative, expressive, exploring the boundaries of the possible so that there are no limits to ambition.

### **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, 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:

- Aspirational; share a genuine belief that every student can succeed
- Assertive; be decisive, confident, firm but fair
- Encouraging; positive, supportive, welcoming reflect upon genuine errors and see them as an opportunity to learn
- Enthusiastic - believe in what they are teaching, enthusing and inspiring students
- Humorous - show humour naturally, putting our students at ease
- Open - prepared to challenge their own thinking, to secure the very best in outcomes for students.
- 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 are identified and shared

This is a 2 step process in which students are told not only the purpose of the lesson but what is expected as a successful outcome (i.e. 'what does good look like'). 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 lesson objectives are clearly displayed** in every lesson. It may be appropriate at this point to share success criteria.

## 2. Differentiation

Differentiation is an on-going process that accommodates the needs of individual students and groups of students. It ensures that teaching allows 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 AfL.

Differentiation within a classroom should take into account students' baseline data and their target grade (based on at least 2 levels of progress).

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.

### 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:

**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.

**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.

**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.

### **Reflection and plenary**

It is important that students have time to reflect on their learning and have time to think through questions.

Plenaries 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 matches to the learning outcomes. This feeds into the next lesson (or groups of lessons).

### **Marking & Feedback**

Regular and effective marking is essential in ensuring that:

- The standards of students' work in class and at home is of the expected standard and quality.
- Students and teachers can effectively track progress in relation to expected performance.
- Students are developing effective independent learning skills.

To ensure students make the expected progress based on their prior performance and current ability, all marking should:

- Provide motivation by praising achievement and acknowledging effort.
- Provide feedback on strengths areas for development in work.
- Provide guidance and challenge for future learning support progress
- Assess and record student progress as appropriate.
- Use data to inform future planning and teaching.

Not every piece of work can be marked in depth. Some will just be acknowledged.

### **Criteria for Marking in depth**

Work should be marked in depth at least twice a half term, (dependant on curriculum time) and should be evenly spread throughout this period.

Effective marking will enable a regular teacher/student dialogue and will consist of:

- **WWW (What went well...)** A short summary indicating the extent to which a student has achieved the learning outcomes; including areas of success together with appropriate levels/grades
- **EBI (Even better if...) or LQ (Learning Question)** Indicate the next steps to secure further improvement; this could be a probing question or follow up task required of a student. In subjects where books/folders are not used a suitable alternative may be used; however all forms must be made accessible by students.
- **SR (Student response)** Ensure the student has an opportunity to reflect and respond to the comments provided and time allocated for any follow up tasks.

Teachers are expected to record marks/grades as specified by the assessment calendar for the purpose of tracking pupils and evaluating teaching programmes.

### **Read, Reflect, Respond**

Time should be built into lessons for students to reflect on comments made and to respond to them. Each time books are marked checks should be made that previous targets are being met.

**All subjects** must contribute to the development of literacy skills. Spelling, punctuation and grammar should be included in the marking of student's work. It is essential that common practice is developed across the whole curriculum. All staff should employ the following notation:

Symbol	What it Shows	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 have used the wrong word.	Eg. 'Their' instead of 'there' 'hear' instead of 'here'
Sp	You have misspelt a word.	The teacher may give the correct spelling or ask you to find/record the correct version.
PP	You have missed out a full stop.	A full stop should appear at the end of every sentence unless an alternative punctuation mark is more appropriate.
C	You have missed out a capital letter.	All new sentence should begin with a capital letter.
G	Grammatical error.	There is a problem with the grammar in your work.
		Meaning is unclear.

NB Teachers should focus on correcting frequent mistakes and should not attempt to correct everything when marking extended writing, 'closely mark' a section of the work rather than correcting all of it.

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**

All staff must keep a record of students' assessed work, e.g. including homework, tests or practice examination papers. It is expected that moderated periodic assessment takes place in line with the NAT assessment calendar. Alongside ongoing AfL and internal assessments to monitor student progress across throughout the year.

Cohort	NAT Academy Formal Assessment
Year 7 & Year 8	Twice annually
Year 9 & Year 10	Once Annually
Year 11	Twice Annually

	<p><b>Quality assurance of assessment rests on:</b></p> <p><b>Standardisation</b>, where staff use assessment guidelines and standards files to discuss and agree grades from sample work. This then leads to; <b>Moderation</b>, where teachers bring samples of their class and their judgements are reviewed by other staff and a final decision made.</p>
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	<p><b><u>In the case of both Marking and Assessment; Subject Team Leaders are expected to:</u></b></p> <ul style="list-style-type: none"> <li>• Monitor the consistency and effectiveness of the teaching and learning delivery each half term, use quality assurance processes (standardisation, moderation, workbook trawls &amp; learning walks) to ensure the quality of teaching and learning is at least good and increasingly outstanding.</li> <li>• Ensure all learners' needs are effectively addressed and monitored.</li> <li>• 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.</li> <li>• Ensure tracking systems at student, group/class and cohort levels, are kept up to date and used to plan next learning steps.</li> <li>▪ Set, monitor and use AfL strategies to achieve the agreed subject targets at Key Stages 3 and 4.</li> </ul>
Monitoring & Review	Senior Leadership Team
Staff responsible	Senior Leadership Team
Committee responsible	Lyndon Governance Board