



**COUNTESTHORPE LEYSLAND  
COMMUNITY COLLEGE**

**TEACHING, LEARNING AND ASSESSMENT  
POLICY  
2016-2017**

*Policy Reviewed and Adopted by the Governing Board on:  
Signed (Chair of Governors):  
Date of Next Review:  
Responsible Officer:*

## Principles

At Countesthorpe Leysland Community College, the policy for teaching, learning and assessment is based on delivering excellence. Creative and effective approaches to teaching and learning for all students will be encouraged. Teaching and learning is at the heart of the College Improvement Plan and underpins College priorities. All students should receive high quality teaching and learning across the curriculum so that they can achieve their maximum potential.

Teachers are expected to use a range of methods and strategies to achieve the outcomes for each lesson and students are expected to participate actively in lessons. Teachers are expected to use a range of teaching styles, differentiation, a variety of resources and strategies that focus on learning as well as teaching. Using accurate and appropriate methods of assessment is essential to informing teaching and learning strategies.

Teaching and learning across the College allows:

- Students to make rapid progress over time
- Teachers to have high expectations of all
- Students to show high levels of resilience and independence
- Teachers to use imaginative teaching strategies
- For timely intervention in the classroom and for teachers to be able to reshape the lesson when needed
- Adults and students to generate high levels of enthusiasm
- Teachers to check understanding systematically and effectively
- Literacy and/or Numeracy to be well developed in the lesson when needed.

## Responsibilities

- It is the responsibility of all **teachers** to provide the highest quality teaching for students. All teachers are expected to be dynamic, well informed practitioners with a passion for their subject. They should play an active role in the College's CPD programme and should employ and reflect upon the training that they have received.
- The ambition of **Heads of Department** should be for the quality of teaching and learning in their departments to be outstanding. Their role is to drive up standards to this end, by supporting the professional development of their department across the academic year.
- **The Leadership Team, Head of Department and all members of staff with a TLR** are expected to be outstanding teachers who have a passion for teaching and learning and the continuous development of outstanding practice in the College. The Leadership Team and Heads of Department are responsible for monitoring the quality of teaching across the College through a rigorous Quality Assurance (QA) programme and will identify where development and support is needed.
- The **Governors** have a statutory duty to monitor that the processes are in place and that the College is addressing students' needs.

## Effective Teaching and Learning

**When planning lessons, teachers are expected to:**

- Plan and prepare using detailed Schemes of Learning which are related to achievement levels and/or GCSE/A Level grades
- Have a lesson plan/structure prepared which follows the subject Scheme of Learning. This should take into account pace, progression, differentiation, equal opportunities, students who are gifted and/or talented/ disadvantaged and SEN provision

- Have an awareness of the ability spectrum of the students to include those with SEN as well as the Gifted and Talented
- Direct and work alongside Support Staff.

#### **In the classroom staff are expected to:**

- Insist on a punctual start to each lesson with students entering quietly. Follow closely the College policy for attendance, punctuality and behaviour
- Insist that the standard of uniform is high
- Ensure that coats are removed, bags kept out of the way and only necessary equipment is out on the table.
- Expect students to bring basic equipment such as pencils, pens, rulers, rubbers plus any other specialist equipment needed for the subject. Where students do not do so to follow the College Behaviour Policy
- Ensure that there is an orderly start to each lesson
- Register every group each lesson electronically within 10 minutes of the start of the lesson
- Use the reward system regularly
- Ensure an orderly end to the lesson and an organised dismissal of the group
- Use Assessment for Learning
- Use different teaching styles as appropriate
- Apply appropriate pace and challenge for all students
- Monitor student progress frequently and closely
- Regularly evaluate and review work
- Manage the classroom, providing a stimulating environment in which students can achieve
- Use a variety of balanced teaching/learning methods which suit the lesson and a variety of stimulating teaching resources to aid differentiation
- Check the standard of homework, ensuring that meaningful homework is set using Show My Homework
- Use the Teaching and Learning Handbook to support the development of outstanding teaching.

#### **Assessment, marking and feedback**

Assessing students' work is one of the most important tasks a teacher undertakes. It needs to be thorough and informative. Assessment's main aim is to help students make progress. It should be simple, effective, manageable, understandable by students, parents and staff and a useful tool to raise standards for all. Assessment is the responsibility of the class teacher. Ensuring effective assessment is completed and recorded in accordance with subject and College policy is the role of the Head of Department and Leadership Team. Every teacher must assess for learning in their marking.

The College expects:

- Assessment to follow department and whole College policy
- Marking must follow the College policy using WWW/EBI and student responses. Staff will mark in green pen and students will respond in purple pen
- Marking must include detailed diagnostic comments
- Marking must challenge all students to achieve beyond set targets
- Each student must have a visible up-to-date assessment tracking sheet in their book/folder
- Every member of staff must keep marking up to date. This means every student can expect their books marked in accordance with the departmental policy
- Assessments should be marked in detail with formative feedback and clear targets for improvement
- Teachers must keep their own class records of progress, submit data in accordance with the Assessment Calendar data input points and use SISRA Analytics to analyse the performance of

their classes. It is the responsibility of the class teacher to know where there is underperformance and what the gaps are in performance between different groups of students

- Heads of department must ensure that departmental data is submitted in accordance with the Assessment Calendar data input points and use SISRA Analytics to analyse the performance of their department. It is the responsibility of the Head of Department to know where there is underperformance and what are the gaps in performance between different groups of students.

### **Monitoring and Evaluating Teaching and Learning**

The quality of teaching, learning and assessment across the College is key to success. This is closely monitored through the Quality Assurance programme.

**Assessment** - The Assessment Calendar identifies key data input points across the academic year for all year groups. Each department has in place assessment schedules for each year group which are stored centrally on Sharepoint. Formal assessments are expected to take place in line with departmental assessment schedules, mock exams and the whole College Assessment Calendar. Assessments are designed to be rigorous and robust and are written to test students' knowledge, skills and understanding. In Years 9-13 assessments are written based on GCSE/A Level criteria. In Years 7 and 8 they are written in line with national curriculum standards.

The Quality Assurance process is fundamental to the evaluation of teaching and learning across the College. It includes learning walks, work scrutiny, lesson observations, student voice, and tracking progress data. It is the responsibility of the Leadership Team and Heads of Department to ensure the Quality Assurance programme is implemented and that standards across the College are consistent.

SISRA Observe is used to record all QA activities. Staff have access to their individual records, HoDs have access to their department records and the Leadership team have access to all staff and department records.

Each half term the data will be collated and a report produced giving a clear picture of the standard of teaching, learning and assessment across the College. The Leadership Team and Heads of Department will closely analyse the findings celebrate successes and put in place any necessary support. Regular feedback will be provided to Governors.