



THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL
Teaching Learning and Assessment Policy (including remote learning)



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Date written:	October 2022
Date agreed and ratified by the Governing Body:	
Date of next review:	October 2023

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Article 28 (right to an education) Every child has the right to an education.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

The Governing Body will ensure that:

Admiral Lord Nelson School will strive to develop independent, confident learners who develop the knowledge skills, strategies and understanding for life-long learning and success -in line with the schools curriculum intent.

Teaching is then the process that all staff undertake to ensure students develop this vital knowledge and these skills and transfer them across the curriculum throughout their school life and beyond.

Admiral Lord Nelson School is committed to working collaboratively across all curriculum areas with a shared understanding of how effective pedagogy can be used to enable all students to become independent, curious learners who are equipped with the skills to become life-long learners.

1. Teaching and Learning Entitlement

All students are entitled to:

- A positive, safe learning environment that enables them to flourish and succeed in every area within a culture of mutual respect and shared responsibility.
- Be actively engaged in their own learning whilst being challenged and motivated to take responsibility for their own development, see the purpose in their learning at ALNS and beyond and be encouraged to take risks!
- Have a sense of ownership of their work which is valued and celebrated both at school and at home.
- Have opportunities to apply their skills and knowledge to a variety of situations throughout the curriculum.
- Experience well planned lessons which present challenges and provide clear and regular assessment and development opportunities.
- Reflect upon their own learning regularly and be given opportunities to improve.
- The opportunity to share their work and celebrate success.

2. Effective teaching and learning:

Reflects the ALNS Curriculum Intent and Curriculum Implementation. (In line with the teaching and learning principles) The implementation documents outline how the curriculum is delivered in specific curriculum areas. It incorporates:

- What main pedagogical approaches are used to help students learn.
- How learning is linked to prior learning and made relevant and more memorable.
- How gaps are identified and addressed routinely.
- How key concepts are embedded in long term memory so that they can be applied fluently.
- How techniques are used for memorisation.
- How new vocabulary is introduced to students and reinforced so that it becomes useable by the students.
- How all students are encouraged to read subject specific material to reinforce their growing vocabulary.
- How assessment is built into lessons to routinely check understanding of the current topics and previous topics.
- How the key information we want students to learn is assessed.
- How assessment is used to inform teaching.

Fosters a positive ethos which promotes an atmosphere for learning in which all students feel safe and confident. The language of Growth Mindset is used by staff and key learning habits, which are focused on pride and participation, are outlined and shared with students in terms of how students present their work.

Expectations: pride and participation

- Blue or black pen (unless otherwise instructed).
- Date underlined using a ruler and written on the right side of the page.
- Title underlined using a ruler and written in the centre.
- Diagrams/graphs/tables drawn in pencil and with a ruler, labelled and annotated as directed.
- Cross small mistakes out with a single straight line.
- Cross larger mistakes out with a straight line using a ruler.
- No tippex/graffiti/doodling/tearing out pages.
- Pages numbered in the bottom outside corner.
- Books covered in clear plastic.
- Loose paper all stuck in.
- No wasted space: rule off at the end of a lesson; complete the page.
- All work is completed to the best of my ability, using the success criteria shared with me.
- Listen carefully and with respect, participating in class and group discussions and activities.

At the beginning of lessons, the teaching staff meet and greet with the emphasis on learning beginning straight away. Students own their books and come prepared to learn.

Uses the Teaching and Learning Principles

The teaching and learning principles across the trust, exemplify what we mean by great teaching.



Challenge for all

Plan using **expert pedagogy**, **subject knowledge** and **knowledge of our students**. **Teach to the top** so that every student is challenged and embraces difficulty safe in the knowledge that an essential part of learning is **making mistakes**.

We aim to teach to the top, reflecting high expectations of all and breaking any assumption of a ceiling preventing students from aiming high. By including a range and breadth of texts, students' cultural capital is strengthened alongside the development of skills: from knowledge and understanding to analysis and evaluation. Thinking hard is emphasised and opportunities for students to question, discuss, develop and connect knowledge are planned for, allowing students to strengthen their memory skills: 'memory is the residue of thought' (Daniel Willingham). Independent Learning tasks reflect high levels of challenge alongside support which enables students to succeed and build confidence. Independent Learning is set at an appropriate time in the lesson to make the task accessible and place value on learning beyond the lessons.

Feedback for Learning

A range of regular, **personalised and incisive feedback** moves learning forwards and celebrates success.

Metacognition enables self-regulation during guided practice.

Feedback is central to lessons, leading to responsive teaching. Teacher and peer feedback strengthens a shared understanding of steps to success. Response to feedback by students is integral to the success of the feedback cycle. Equally the response of teaching staff to the feedback they are given by students is important in ensuring planning of lessons is responsive to the feedback given

Literacy for Life

Strong literacy skills facilitate future success. **Oracy** encourages debate, promotes articulation and emphasises scholarship. Every opportunity is taken to embed **academic language**, close the **word gap** and **promote reading** for pleasure. Written and verbal modelling, choice of texts, unpicking of individual words and in context, are crucial to the development of students' cultural capital and the development of their comprehension skills.

Stickability

Avoid overloading short term memory by promoting an 'essentials only' approach to **cognitive load**. **Independent practice** and **spaced recall** help transfer knowledge into **long term memory**. Prior knowledge is ascertained so that connections can be made through **interleaving** to build on student **schemas** as they learn. Well planned lessons in which learning aims are clear and shared with all students enabling them to understand the purpose of their learning and how to make progress. The acquisition of new knowledge and skills is reinforced through knowledge retrieval, spaced learning and interleaving. Misconceptions are recognised and planned for.

Responsive Teaching

Questioning is used as a powerful tool to assess and extend thinking. **Flexibility** to alter the course of learning is informed by regular **AFL**. Prior assessment and common **misconceptions** pervade planning.

Effective questioning allows retrieval of knowledge, promotes talk, develops thinking, builds confidence, and deepens learning, therefore building long term memory. Hinge questions allow teaching staff to diagnose current understanding and identify misconceptions.

Assessment, formative and summative, is planned and used to inform subsequent planning. Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what students already know and can do and what their next step should be. Assessment is an integral part of teaching and learning which is evident in every lesson.

By assessing students accurately and consistently and recording key information we:

- Build a clear picture of each student's skills, knowledge, understanding and approaches to learning;
- Identify each student's strengths and the priority areas for their future learning;
- Identify the progress of students in individual lessons;
- Evaluate and improve the teaching strategies used with students;
- Evaluate the progress of each student overtime;
- Identify, celebrate and share success.

Agreed common assessment and feedback approaches are shared across the curriculum, with flexibility to allow curriculum areas to adapt the processes to aid progress of students in these curriculum areas.

Modelling

Explicit teaching through expert explanation and following an **I do, we do, you do** approach. **Modelling**, **scaffolding** and **dual coding** ensures success for all. Scaffolding is used to support the high levels of challenge to

ensure a stepped approach to success is used. Frameworks are used but then stripped away in a sequence of learning to allow the right level of challenge for individuals. Explanation and modelling allows learning to be sequenced in a stepped approach, allowing teaching staff to build success whilst laying the foundations of knowledge and skills. Modelling the process, such as the use of walking talking mocks and the unpicking of responses, allows teaching staff to model their metacognitive strategies.

Foster a love of learning

High energy classrooms engage students in **relevant and exciting learning**. Teachers share their passion for their subjects, utilise positive relationships and demand the **highest expectations**. Curious learners are encouraged, with teaching staff sparking interest through demonstrating outstanding subject knowledge and passion for their subject. A hook is used within a sequence of lessons to develop engagement. This widens with the teaching staff communicating the relevance and big picture.

Knowledge of individual students alongside whole class needs, informs planning. Teaching staff need to be aware of the needs of individuals alongside the SEND needs of individual students. Progress of students is evaluated by the teacher regularly with the Progress Folders acting as a live document, allowing staff to evaluate progress and plan interventions for individuals. Positioning of students to aid progress is carefully planned and this is reflected in seating plans. To aid progress, learning is scaffolded and modelled, making learning tasks accessible.

Use of Technology

Chromebooks are used across the curriculum in line with each curriculum areas Chromebook commitment. The Chromebooks are used to augment the teaching and learning offer, to help with engagement and to aid in the personalisation of learning.

3. Impact of effective teaching and learning

The impact of quality teaching and learning is evidenced through student outcomes in relation to their starting points alongside the following qualities:

- Students are engaged, displaying curiosity and a desire to learn, and this is reflected in the students' aspirations
- Students make connections between knowledge and skills within and across subjects building more complex schemas over time.
- Students are able to identify their next steps based on effective feedback (teacher and peer) and they then use this feedback to make better progress with future learning.
- Students are able to work independently, problem solving and demonstrating resilience.
- Students progressively acquire more and more subject specific knowledge which is embedded in long term memory.

4. Evaluating the quality of teaching and learning.

Teaching staff

All teachers are expected to evaluate the effectiveness of their teaching, respond to feedback and adjust their planning accordingly. Teaching staff are encouraged to use research to inform their own practice and work collaboratively within and across curriculum areas.

Ways to evaluate effectiveness include:

- Progress Folders: reviewing progress of individuals and planning interventions
- Assessment to inform planning: whole class marking and question level analysis encourages teaching staff to identify common misconceptions and spelling, punctuation and grammar (SPAG) errors. This knowledge is then used to inform planning and guided group work or individual intervention.
- Observation feedback: teacher response to feedback is part of appraisal cycle and this encourages teaching staff to engage with the feedback received and use this feedback to inform their professional learning.
- Student voice: It is absolutely essential that all students can demonstrate the progress that is made and that the teachers can assess it. This can be verified through student voice. There are many different tools that the teacher can use in conjunction with the student to ascertain how well they have learnt new knowledge or acquired new skills and attributes. The very act of consulting the students must be a continuous dialogue. It is imperative that the conversation does not end with 'what have you learned?' The teacher's role here is to identify the next steps for both the class and the teacher. Where shall we go next? What skills do we need to develop? How shall we practice those skills? What attributes will be developing? How can I, as the teacher,

extend or support students? What do I do with those who said that last lesson was too easy/ too difficult? Teacher's use student voice most effectively when they listen, validate comments/concerns, reflect on the comments and then act appropriately.

Senior Leadership

Leadership take overarching responsibility for the evaluation of teaching and learning across the school.

Learning Walk

This consists of SLT members (and particularly the teaching and learning team) sharing the responsibility for scheduled learning walks every lesson so that we have a really incisive view of what is happening in the classrooms across the school. After each learning walk strengths and any concerns are recorded centrally and any concerns are passed to the relevant Curriculum Leader. The results of learning walk are reviewed and discussed fortnightly during teaching and learning team meetings. This analysis is then used to inform CPD and whole school focuses which change fortnightly. Learning walk will also identify both strengths and areas for improvement. In conjunction with curriculum and subject leaders members of the teaching and learning team will ensure that coaching is provided for teachers as necessary.

Observations

Two observations of all teaching staff are scheduled. One in October and one in March. One of these is completed by the SLT and the other by curriculum leadership. Feedback from observations is shared with Curriculum Directors. As an ongoing process, work scrutiny is carried out during learning walks, observations, Curriculum Leaders monitoring and during whole school leadership meetings.

Coaching and support

Where concerns are raised through observations, outcomes, and student and parent feedback, coaching is put in place with Curriculum Directors.

If concerns persist then staff are provided with structured managerial support in line with Hampshire EPS guidelines to help support the member of staff to successfully fulfill their role and confidently meet the teacher standards.

Professional Learning

Individual and curriculum area professional learning are planned for and evaluated through line-management and curriculum review meetings. CPD is informed by: learning walk analysis, observation findings, analysis of progress data and staff self evaluations against the teaching and learning principles.

External Reviews

Each curriculum area will have an annual quality assurance review from experienced external subject experts to aid in a curriculum directors evaluation of there area and to give greater incisiveness to a curriculum areas improvement plan.

Curriculum Directors

In line-management at the beginning of the academic year, Curriculum Directors identify monitoring and development needs in light of GCSE results, the Summer A5 (evaluation of progress of cohorts and groups i.e. disadvantaged, boys, SEND) and previous monitoring, and devise a plan with the line-manager. These plans are reviewed through line-management.

Curriculum monitoring is fortnightly and students' work from all year groups is monitored during the year (expectations, regularity and quality of feedback/student response). A range of students are targeted in response to progress data and the SIP.

Work from a range of students per teacher is looked at as part of monitoring in order for the sample to be a fair representation. Disadvantaged students' work is included to ensure we are monitoring the application and impact of whole school disadvantaged strategies. Written feedback is given to the teachers (strengths/areas for development). Strengths and areas for development are recorded and shared with the Head of School – quality of education.

Ways to monitor include:

- Use of student voice/student panels
- Student questionnaires – using survey monkey/google forms allows easy collection of student views/opinions with less workload for teachers/leaders.
- Show My Homework reports
- Data reports following the whole school data drop/sisra
- Learning walk records
- Work scrutiny with and/or without students present
- Call-out sheet
- Detention registers
- A5s (evaluation of progress cohorts and groups i.e. disadvantaged, boys, SEND)
- Exam analysis.

Visible progress in our students' work

As part of the quality assurance cycle, we look for visible progress.

Questions:

- Students actively engage in discussion by listening actively, both responding to questions and asking questions in lessons to drive learning forwards.

Books:

- Students take pride in their work / books and take ownership of them.
- Over time there is an improvement in students' skills in the subject.

Feedback:

- Written feedback is personalised. It relates to skill development in the subject.
- There is clarity in the feedback on what the next steps are in a student's learning of the subject.
- Evidence of self-assessment, peer-assessment and teacher assessment. (VF used for verbal feedback)

Response to feedback:

- Students take notice of teacher feedback to improve their work, evidenced by strategies such as DIRT, feed forward, redrafting work or students reflecting and commenting on teacher feedback.

Literacy and Numeracy:

- SPAG is a focus and work is marked for spellings, punctuation and grammar where appropriate.
- Opportunities for developing numerical and literacy skills are taken where appropriate and are made explicit to the students.
- Over time there is an improvement in students' literacy and numeracy skills and this can be seen in their work where appropriate.

Independent Learning:

- Over time there is improvement in student's skill development in the subject as a result of their engagement with independent learning outside the classroom.

Visible progress through our students' opinions

- Students can articulate their learning and the progress they have made. They are informed about what they need to do to improve and make progress.
- Students are clear on how they are doing compared with their targets.
- Students are aware of their strengths and weaknesses.
- Students are open to feedback, want to know how to improve and know how to use feedback to move their learning forwards.
- Students feel that the work is engaging, challenges them and ensures that they make progress over time.
- Students engage with independent as they see its value in supporting their progress.

5. Related documentation

- Curriculum Policy

APPENDIX 1: Teaching, Learning and assessment in the event of further disruption due to the Covid 19 pandemic.

Rationale:

For students self-isolating or in the event of a lockdown students need to be either able to access their learning remotely or be taught remotely by their teacher.

Safeguarding:

All our contact with students is through appropriate school systems. This is essential for both safeguarding the students and also protecting ourselves.

In all communication with students staff need to have safeguarding in mind, and if they have any concerns from what a student is saying/writing then they should record this on CPONS immediately.

Current systems that we have to contact students that are appropriate are:

- Through Show My Homework
- Using Google Classroom
- Using teachers school Outlook account
- Using teachers school Gmail account
- Using the school Instagram or twitter pages

No staff should be using any other mechanisms unless they have been initially checked out by IT service staff, who will then inform the HOS and EHT. Only the HOS or EHT can authorise other communication tools.

Students who are self-isolating:

For each lesson teachers are teaching, they are expected to load onto the relevant google classroom the lesson materials to enable any self-isolating students to access the learning that they are missing. This will mean that students who are isolating will not miss out on their learning (as long as they are medically well enough to do the work).

When teachers load the work onto google classroom they will ensure that it is labelled with the date and lesson period in the format: eg. Work for Friday 1st October P2. This will then make it easy for students to find the learning for the lesson.

In the instructions to students teachers can instruct them on how to submit work so that feedback can be provided in line with others students experience in the classroom.

In the event of a lockdown:

The vast majority of (if not all) lessons will be taught live by a classes normal classroom teacher.

The following details, how remote teaching in the event of a lockdown will replicate face to face teaching as closely as possible:

(i) Effective Teaching, learning and Assessment

- For ease of communication to parents and students all work will be set via Google Classroom which can then direct students to other sites. The instructions will include the link to the zoom meeting for the lesson.
- In delivering the curriculum implementation, work will be broken down into lesson by lesson sections with clear instructions on what is required of students. Students will have work set for every lesson they have during the school day. We will follow the normal in school timetable. To manage staff workload and allow students time away from a PC screen we will ensure that:
 - All KS3 classes have at least 45 mins of work per lesson to complete.
 - All KS4 classes have an hour of work per lesson
- Students that may not have internet access will be identified and provided with resources so that this is possible.
- To reinforce learning and memorisation assessment will be regularly built into the sequence of lessons so students are reviewing the subject material and to aid memorisation. This assessment will also help teachers to set appropriate further work in response to students work.
- A variety of assessment should be used such as google quizzes, SMHW quizzes, Spelling tests or students submission of photos of their bookwork or electronic submission of their typed work.
- Assessment information will then be used by staff to inform future planning for the lessons they are setting.

(ii) Scaffolding

Teaching staff need to be aware of the needs of individuals alongside the SEND needs of individual students. Where necessary and as much as time allows, to aid progress, learning needs to be scaffolded and modelled, ensuring learning tasks are accessible for all.

(iii) Student Motivation and Engagement

- Teachers will try and set work that engages students using; hooks to provoke curiosity, making the work relevant, providing a range of activities and by providing support or exemplar work so students can understand what is required of them.
- Many students rely on teachers to motivate them and engage them in their learning. Although this cannot be done face to face at present the communication tools in Google classroom and emails ensure that teachers can, not only give students feedback on their work but they can also send message of encouragement to help motivate the students to have a go.
- Many students thrive on feedback and this can easily be done through self-marking quizzes, grading on SMHW, or simple comments on receipt of students submission of work.
- If students are not engaging in work or responding to reminders from staff then this should be recorded on PARS as a neutral.

(iv) Students in School during a lockdown

Students who attend school during a lockdown such as students who are disadvantaged, vulnerable, students with SEND or students whose parents are key workers will mostly follow their normal timetable accessing the livelessons using Chromebooks whilst being supervised in small groups to ensure that they are kept safe.

depending upon the restrictions on the guidance from the DfE at the time students may also be provided with opportunities to do some other practical subjects within that subjects classroom space.

Online Learning

All live lessons will be conducted from within the school. Staff will be expected to continue to adhere to professional standards. Teaching staff will be expected to follow the protocol set out in the document: **Live lessons: protocols for Teachers, parents and students**. All teaching staff must participate in the relevant training to ensure the shared approach and understanding of the protocol is consistent.

Zoom must only be used for group live lessons and never as a means of communicating with a student on a 1:1 basis. At the beginning of each live lesson the following information must be presented and outlined to pupils:

- o Students are not to un-mute themselves Only the teacher unmutes the student to address questions raised via the chat function.
- o Students must have the correct equipment needed for the lesson. Teachers must inform students of any additional equipment needed prior to the start of the session via Show my Homework.
- o Students are expected to continue to abide by the behaviour policy whilst online. Expectations of student conduct must be displayed at the start of the live lesson.
- o Live lessons will be recorded so they can be viewed later if a student has struggled to attend at the scheduled time.

Pre-recorded lessons focusing on clear explanations, modelling and scaffolding can be recorded at school or off site in a suitable location. Teachers should be in a neutral area in the designated classrooms set out for video learning. The teachers background to their video must be neutral, with no personal items displayed. It is essential that nothing personal or inappropriate can be seen or heard in the background and teachers must be professionally dressed.

Structure and Content

Teachers must ensure that all live lesson activities are directly related to course materials.

There should be evidence of sequencing of learning: links to and strengthening prior learning; introduces new material through modelling, clear explanation and questioning; allows students to practise skills and apply new learning; assesses the impact of the teaching. Content included will be matched to students' needs and abilities.

Live lessons:

Live lessons are beneficial as they help us to maintain some sense of normality, allowing students to see their teacher, retaining a feeling of community and reducing the sense of isolation. Live lessons also allow us to model key approaches such as clear explanation, modelling and scaffolding. Guiding students through the work, allows the teacher to control the pace of the lesson and highlight key learning points related to prior knowledge and new learning. Live lessons also provide some structure for students and parents as they are at set times in the school day.

- All live lessons and tutorials **must** be conducted on the school site using Zoom; they must be conducted only in the designated classrooms. Teachers **must not** conduct live lessons from home unless authorised by the Head teacher. **Where teachers prefer to conduct live lessons and tutorials from home and they have the facilities to do so uninterrupted, the Head teacher will consider this to enable teachers to work from home. If authorised, live lessons and tutorials conducted from home, teachers must use a virtual background.**

Guidance for Students & Parents:

- All live lessons and tutorials must be conducted via Zoom.
- Students will only be able to join with a meeting ID and password which will be shared through their Google Classroom. Dates, times, the lesson topic and instructions regarding equipment will be shared on Show my Homework with a reminder to look at their Google Classroom to access the meeting ID and password. **The meeting ID and password must not be shared with any other person. These codes should never be shared or publicised on social media.**
- Students must be logged into Zoom at least 5 minutes before the lesson is due to begin (the meeting ID and password will be found in the Google Classroom) and have any equipment needed ready.
- Students need to be prepared. Bring equipment that would be needed for that subject (for example have your History book ready if you have a History lesson).
- All student cameras and microphones will be disabled by the teacher for live lessons and tutorials. However, as general good practice, we would advise that students are logged in to the session in a communal area (e.g. not their bedroom) with a neutral background and no personal items on display and appropriately dressed (e.g. not pyjamas). Uniform will not be required.
- Only the teacher will allow students to unmute the students' microphones if they want to ask or respond to a question raised by the student during a tutorial lesson.
- It is the responsibility of the parent to check in on students regularly during the live lesson and tutorials to ensure good conduct.
- Recording or taking images by students during live lessons and tutorials is strictly prohibited.
- The school will record all live lessons, to allow students to go back to the lesson to refresh their memory when completing lessons which follow the live lesson. The live lessons will be recorded for the purposes of safeguarding and support. These will be archived securely within Google Classroom and not publicly accessible. Students must not share their Google Classroom log ins.
- Recorded lessons stored on Google Classroom must not be copied or shared with any other person, internal or external to the school.
- Any misconduct will result in the teacher removing the student from the live lesson and tutorial.
- All the normal rules that we use at school apply online too.