



THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL

TEACHING, LEARNING AND ASSESSMENT POLICY DURING COVID-19 SCHOOL CLOSURES



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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.

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The Governing Body will ensure that:

Admiral Lord Nelson School will strive to develop independent, confident learners who develop the skills, strategies and understanding for life-long learning and success.

Teaching is then the process that all staff undertake to ensure students develop 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. The implementation documents outline how the curriculum is delivered in a specific curriculum area. 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.

Centred around appropriate, high levels of challenge. 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).

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.

Assessment, formative and summative, is planned and used to inform subsequent planning. Assessment encompasses a wide range of activities, formal and informal, summative and formative. 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.

Clear methods of assessment are shared with all students. **Assessment (teacher, self and peer) is used diagnostically.** Personalised Learning Checklists allow students to identify areas of strengths and development, allowing students to become more independent and focused in their own learning. Unpicking of responses and answers collectively in lessons allows students to engage with success criteria and identify their next steps. 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. Curriculum areas have assessment practices outlined and shared in their department handbooks.

Careful sequencing of lessons which enable all students to develop knowledge, understanding and application. 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. Department Handbooks outline the pedagogical approaches appropriate to their Curriculum Area, such as constructivism and flipped learning.

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. **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.

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.

Questioning is a fundamental part of formative assessment leading to responsive teaching. 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, including misconceptions whilst ABC (add, build, challenge) fosters a shared structure for class discussion.

Application and practice leads to independence and transferral of skills. Students are encouraged to seek '3 before me', thereby accessing prior learning, peer support and resources, and developing self-regulation habits. Teaching staff facilitate learning through carefully pitched questioning, intervening with individuals and challenging learning to enable students to develop and deepen learning.

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.

Promotion of academic language is necessary across the curriculum. 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.

Literacy, mathematical and ICT skills are relevant and highlighted, and the transference of these key skills is promoted.

Independent Learning beyond the classroom reinforces learning in the lessons (through spaced learning) and flipped learning prepares students and maximises learning time in lessons. 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.

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
- Students are able to identify their next steps based on effective feedback (teacher and peer)
- Students are able to work independently, problem solving and demonstrating resilience

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, spelling, punctuation and grammar (SPAG) errors and exemplary work. 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: during lessons is a prime opportunity for teachers to review the process of learning. 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.

Teaching and Learning Hub Reviews.

Six Teaching and Learning Research Hub Reviews are planned and diarised with SLT Exec leading the monitoring. Allowing the process to be transparent and developmental, whenever possible all teaching staff will conduct joint learning walks, focused on key aspects of their Hub work, alongside student perceptions of enjoyment, support and challenge in lessons. Following the Teaching and Learning Research Hub Review, a report is written, focusing upon 'What Went Well' and 'Even Better If'/next steps'. The Lead Practitioner of each Hub collates the evidence and creates a summary report which is shared with all staff. Following the Hub Review Meeting, which occurs when possible on the final day of the review, a breakdown for each Curriculum Area is shared with Curriculum Directors.

Observations

Two observations of all teaching staff are scheduled, one of which is completed by the Curriculum Directors. Feedback from observations is shared with Curriculum Directors on a termly basis. As an ongoing process, work scrutiny is carried out by SLT and Curriculum Directors through observations of all teaching staff (two per year), covering a range of year groups.

Coaching

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

Professional Learning planning

Individual and curriculum area professional learning are planned for and evaluated through line-management and curriculum review meetings.

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 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. In response to the most current Teaching and Learning Research Hub Report, the Curriculum Directors reviews monitoring and development plans as part of the evaluation cycle, focusing on impact and next steps.

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 Deputy Headteacher: Progress and Standards and the Assistant Headteacher: Teaching and Learning.

Ways to monitor include:

- Use of student voice
- Student questionnaires
- Show My Homework reports
- Data reports following the whole school data drop.
- Learning walks/drop ins
- Work scrutiny with and/or without students present
- SLT 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
- Assessment Principles and Practice*
- Professional Learning Policy (including NQT and ITE)*
- Literacy Principles and Practice, and common approaches booklet*
- Mathematical Principles and Practice, and common approaches booklet*

**currently be rewritten as part of the curriculum review (to be completed by July 2019).*

APPENDIX 1: Teaching, Learning and assessment policy during Covid-19 School Closure

Rationale:

With most learning now taking place at home and communication being nearly completely electronic, using the internet both staff and students are needing to work very differently and within this there are 2 main priorities. One is to ensure that we are making teaching and learning as effective as possible and the second is to ensure that we are proactively ensuring that safeguarding is at the forefront of all our actions.

Safeguarding:

Whilst we are embracing a new way of working we need to ensure that 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 CURA 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 senior DHT and HT. **Only the HT or DHT can authorise other communication tools.**

Staff should definitely never do anything face to face as you have no idea of what students might for example be wearing, or who might be there.

If at any time staff are concerned by any comments etc from students they should pass this to their line manager and record it on PARS.

Effective Teaching, learning and Assessment

- For ease of communication to parents and students all work will be set via the Show My Homework (SMHW) website. This can then direct students to other sites such as Hegarty Maths or
- 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 as far as possible set work at times when the lesson is scheduled. 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 have been 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.

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.

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 SMHW, 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 and tutors will address this in their weekly phone calls.

Students in School

The follow DFE guidance was issued to schools on 27/3/20:

Schools, and all childcare providers, are therefore being asked to continue to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the Covid-19 response and cannot be safely cared for at home.

Vulnerable children include children who are supported by social care, those with safeguarding and welfare needs, including child in need plans, on child protection plans, 'looked after' children, young carers, disabled children and those with [education, health and care \(EHC\) plans](#).

We know that schools will also want to support other children facing social difficulties, and we will support head teachers to do so.

Parents whose work is critical to the COVID-19 response include those who work in health and social care and in other key sectors outlined below. Many parents working in these sectors may be able to ensure their child is kept at home. And every child who can be safely cared for at home must be.

In response to this guidance the school remains open with a skeleton staff to provide a safe educational environment for the children of key workers and for vulnerable children on the days when they cannot be safely cared for at home. For each of these days, we have designed a curriculum that provides a balanced experience of work and play for them each day.

Each day consists of:

- 3 sessions online completing the work their teachers have set on SMHW
- 1 session doing Joe Wicks national PE lesson
- 1 session reading
- 1 session doing board games
- 2 further sessions doing more practical subjects with specialist teachers such as PE, Art, Drama, Science etc.

Staffing on site each day includes staff who; are first aid trained, senior staff with safeguarding training, both male and female staff, and appropriate senior staff in charge.