



New Line Learning Academy

Believe and Achieve

Teaching, learning and assessment policy.

Academic Year: 2018/19

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Version	Date	Comments	Author

Review Process Prior to Ratification:

Name of Committee	Date

At New Line Learning Academy, we have a strong belief that teaching, learning and assessment should be integral as part of the learning process. The quality of assessment has a significant impact on attainment by stimulating and challenging students to work hard and by encouraging teachers to focus on how to improve the learning of individual students.

- Students are set achievable targets based on FFT20.
- Class data files to be available within all lessons.
- Assessment deadlines are to be met by all teaching staff.
- Written reports are completed and quality assured by subject leaders.
- Subject leaders complete a department moderation and quality assurance process of data drops.
- Subject leaders are held accountable for student outcomes within their subject and attend a termly raising attainment meeting to discuss key actions.
- For teaching staff to use assessment outcomes to develop knowledge and understanding of establishing student’s current ability level.
- Teachers are able to make consistent judgements upon student progress across all year groups.
- Progress is in accordance to the department flight path and teaching staff are able to measure the continued outcomes of this.
- Subject leaders have written assessment outcomes/key performance indicators in line with the specifications that support the examination course.
- In Key Stage 3 students are assessed using Key Performance Indicators. In each year group students are assessed using the following; Emerging, Developing, Secure and Mastering.
- In Key Stage 4 students will be assessed based on GCSE specifications including 1-9 for GCSE and Pass, Merit, Distinction for BTEC qualification.
- To enable progress to be visible within students’ learning.
- To ensure a consistent approach to assessment across the Academy.
- To offer guidance on assessment, marking, recording and reporting procedures.
- To communicate accurate and relevant information to stakeholders.
- To raise expectations in students, teachers and parents/carers of what can be achieved.
- Teaching methods that involve them actively and emphasise analysis, discussion, experimentation and thinking ideas through written or oral comments on their work that provide both clear evaluation of the content and structure and sensible advice that leaves them with manageable action points.
- Students’ progress is improved by thorough monitoring and support, based on informed dialogue among subject and pastoral staff about academic progress and their attitudes to learning.
- The Academy take the involvement of parents very seriously and communicate with them where needed. The parents value well-written, personalised school reports, and they also appreciate regular, informal consultation over and above that provided at conventional parents’ evenings.

For termly whole school reporting, the grades below will be entered into SIMS, based on individual subjects criteria:

9/M	8/M	7/M	6/M	5/M	4/M	3/M	2/M	1/M	E/M	N/M	WT
9/S	8/S	7/S	6/S	5/S	4/S	3/S	2/S	1/S	E/S	N/S	
9/D	8/D	7/D	6/D	5/D	4/D	3/D	2/D	1/D	E/D	N/D	
9/E	8/E	7/E	6/E	5/E	4/E	3/E	2/E	1/E	E/E	N/E	

Assessment for learning:

- Assessment should be holistic, and will take many forms, not just ‘marking’.
- For example, teachers will assess the students understanding of their learning through techniques such as questioning, one-to-one discussion, and their responses in group activities. By doing this the teacher will gain a deep understanding of the needs of each individual, and will use this assessment information to help students to make progress.
- When assessing students’ work, teachers need to differentiate their marking so it takes into account individual abilities and learning needs.

Self-evaluation:

- Teachers should enable students to assess and evaluate their own work and the work of their peers.
- Students use a green pen when assessing and evaluating their own and each other’s work.
- Mark schemes and grade descriptors should be shared with students and used in class.

Reflective marking of students’ books:

- All books will be engaged with by the student and the teacher.
- SPAG marking will be evident on extended written tasks.
- Teachers should use a purple pen when giving feedback to students.
- Questions and verbal feedback should be responded to in green.
- There will be evidence of reflection tasks in green, including peer and self-assessment.

Progressive marking of assessments:

- Assessments will be marked using the marking assessment template generated by individual departments.
- Assessments will be marked using what went well (WWW), even better if (EBI) and my response is (MRI).
- Students will then respond to all marking in green. Extension tasks will be available to ensure progress.
- All assessments to be available on request, e.g. during learning walks and book looks.
- Students are to be able to verbalise how assessments are used in individual subjects.

Assessment information for individual subjects:

- In the table below, please see the minimum expected assessments in the academic year of 2018/19.

Minimum of 12 assessments	Minimum of 6 assessments	Minimum of 2 assessments per carousel (12-week cycle)
<ul style="list-style-type: none"> - English - Mathematics - Science 	<ul style="list-style-type: none"> - Geography - History - MFL - Physical Education - Performing Arts - Art 	<ul style="list-style-type: none"> - Food and Cookery - Design Technology

Teacher assessment records:

- Teachers must keep accurate assessment records so that they can give account to students, parents/carers and to school leaders about the progress that students are making. These assessment records must be updated at regular intervals so that they are fully up-to-date.

Formal end of year examinations:

- In addition, to in class testing students must be given opportunities to experience examination-type conditions, so that they are as fully prepared for public examinations as possible when they reach the end of Key Stage 4.
- The assessment calendar publishes dates of mock examinations as well as end of year examinations.
- All mock examinations in Key Stage 4 should be closely modelled to past and specimen papers provided by the examination boards, and marked using the examination board mark schemes.
- Students should be given assessment feedback following the marking of any practice examination.
- Subject leaders should ensure that appropriate department-produced resources are given to students to support them with their preparation for practice examinations.

CDF, the class data file should include:

- Department assessment information
- Room routines/department routines

The following divided into classes

- SOW front cover
- SIMS information – include basic data, CAT scores and end of GCSE target grade only
- Seating plans
- Class photo
- Differentiation/intervention plans

Role of Governors:

Our governors determine, support, monitor and review the school's policies on teaching, learning and assessment. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising student attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the schools teaching and learning policies through the school self-review process.
- Participate in learning walks (expected).

Governors also monitor the effectiveness of the policy through visits to the school during scheduled monitoring visits. During these visits they interview a range of staff and students to ensure the policy is robust and well implemented.

The Role of the Parent:

We believe that parents have a fundamental role to play in helping students to learn. We do all we can to inform parents about what and how their child is learning by holding parents' evenings to explain student progress. Sending regular reports to parents in which we explain the progress made by each student and indicate how the student can improve further.

Marking codes:

Students will receive the following marking codes in all of their extended writing tasks. It is a student's responsibility to find the correction, and complete this in green pen. Spellings must be repeated three times accurately in the margin or at the end of the piece of work.

Code	Meaning
*	Underline
✓	This is correct
X	This is incorrect
✓✓	This is very good
Sp	Incorrect spelling
//	Start a new paragraph
	You have missed something out
?	Unclear: rewrite or explain
P	Punctuation
C	Capital letters
G	Grammatical error
WWW	What went well
EBI	Even better if
MRI	My Response is
	Your next step is ... (targets)

NLL assessment calendar:

- Each student will receive one written report per year, highlighting the curriculum covered, positives within their performance and areas of development within each subject area, there is also an additional section where further learning resources can be found.
- Each student will receive three progress reports throughout the academic year. These will be measured against targets set on FFT20. These will highlight if a student is working below expectation, on expectation or above expectation.
- From end of year examinations, students will receive a formal examination results sheet.
- Parents and carers will be able to attend one parents evening per year to support their child's progress within the Academy.
- For further information and key dates, please refer to the New Line Learning assessment calendar.

IMPACT folders:

Department/faculty leaders will provide evidence of their departments progress in the form of an IMPACT folder. The following will be evidenced.

Section 1: Whole school and department information

- New Line Learning three year trends, 2016, 2017, 2018
- Department three year trends, 2016, 2017, 2018
- Ofsted report - October 2017
- School improvement partner reports
- Department leadership structure
- Department evaluation form (DEF)

- Department improvement form (DIP)

Section 2: Standards and outcomes

- Department assessment information
- NLL assessment calendar
- Flight path
- GCSE examination analysis meeting
- Raising attainment meetings
- Intervention registers
- Case studies of impact
- Evidence of middle leadership meetings – minutes and key documentation
- Evidence of department meetings – minutes and key documentation
- Evidence of line management meetings – minutes and key documentation
- Moderation Monday documentation
- Subject review week (if applicable)

Section 3 – Teaching and Learning

- Department marking information
- ALT learning walk feedback
- Subject Leader learning walk feedback
- Evidence of department lesson observations
- Evidence of work scrutiny/book looks

Section 4 – CPD

- CPD Action plan
- Evidence of CPD internal and external

Section 5 – SOW and KPI

- Curriculum map
- SOW front covers
- KPI's

Section 6 – Performance management

- Include all performance management forms for the department

Section 7 – Supporting documents

All documents to support this policy can be found on the VLE.