



**St Cuthbert's
Catholic High School**
Live life in all its fullness

Teaching, Learning and Assessment Policy

2020 - 2021

Person responsible for Policy:	Senior Leadership Team
Committee responsible for Policy:	Quality of Education
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'Education is not the filling of a bucket, but the lighting of a fire'

WB Yeats

Our Vision

Preparing the young people of St Cuthbert's for life in the modern world, empowered by our dedicated staff to become caring citizens and resilient learners who achieve excellence.

1. Teaching

Rationale:

- Strong teaching will ensure successful outcomes.
- Strong teaching will engage all learners regardless of ability.
- Strong teaching is a craft which needs to be developed and shared.

Aims:

- To ensure maximum student progress and attainment
- To recognise that teaching should encourage and motivate students in becoming lifelong learners.
- To share and understand that teaching develops the students emotionally, culturally, intellectually and spiritually.

St Cuthbert's is committed to raising standards by strengthening teaching and learning. We also wish to develop in our students a commitment to lifelong learning and to achieving the highest standards of which they are capable. We recognise that success can happen providing the partnership between learner and teacher is vibrant and strong.

The policy outlines the good practice expected of all teachers and learners. There are six foci which teachers and learners should follow for every lesson.

1. High expectations which inspire, motivate and challenge students

A teacher's delivery and the strategies they use should enthuse the students to the extent that the student perseveres when challenged and enjoys the demanding nature of a teacher's methods.

2. Well planned lesson with thorough subject knowledge

A teacher draws upon excellent subject knowledge and plans meticulously in order to share that knowledge with students. Learning objectives are introduced to the students with a clear success-criteria, ensuring that progress is achievable in every lesson.

3. Stretch and Challenge

A teacher ensures that pace, content and questioning is optimised throughout the lesson to develop deep thinking from students. Challenge is welcomed by the students in order to maximise the learning process.

4. Make accurate and productive use of assessment

A teacher will address work completed in order to clarify understanding, check progress and adapt work in the light of any misconceptions. Assessments can be completed throughout a lesson through verbal, peer or self-feedback.

5. Marking and high-quality feedback

A teacher will consistently offer high quality marking which offers constructive feedback which will be acted upon by the student. Marking will ensure that the student can make rapid gains.

6. Good Progress and Outcomes

A teacher will ensure that all students make rapid and sustained progress throughout a lesson which will incorporate their prior learning and secure their future understanding for achieving successful outcomes.

2. Learning

Rationale:

- Effective Learners recognise the importance of education
- Effective Learners can work independently in order to secure a deeper perspective.
- Effective Learners reflect upon the feedback they are given in order to improve their own performance.

Aims:

- To maximise every learning opportunity.
- To develop the skill to become a life- long learner.
- To be encouraged and motivated to address new and innovative concepts.

The six foci which teachers and learners should follow for every lesson.

1. High Expectations.

A learner needs to recognise that teachers' will have high expectations of them as they enter a classroom and that they should be prepared to push beyond their potential in an environment which is inspirational and motivational. Their attitude to learning should be exemplary.

2. Well Planned

A learner is responsible for ensuring that they are prepared to embrace every strategy employed by the teacher, have correct equipment, appropriate attitude and a desire to learn. They will discipline themselves in order to be prepared to work independently outside the classroom.

3. Stretch and Challenge

A learner must be ready to build upon previous knowledge and accept the demands of new concepts. Utilising every opportunity to discover and master something new and relevant.

4. Make accurate use and productive use of assessment

A learner will reflect and act upon advice given in order to master their skills and utilise them across the curriculum. They will celebrate and acknowledge constructive feedback offered whilst ensuring that improvements can be made where possible to add depth to their learning.

5. Marking and high-quality feedback

A learner will be prepared to reflect upon their own work and others in order to take ownership of their learning. They will offer feedback which is constructive and developmental.

6. Good Progress and outcomes

A learner must know their starting point and where they need to be. They need to be given the skills to know how to progress and there should be no ceiling placed upon that progression route. A learner needs to recognise that a successful outcome will be the result of successful preparation and planning inside and outside the classroom.

3. Assessment for Learning

Rationale

- Assessment for Learning is central to effective teaching and learning
- Formative assessment increases teachers' understanding of their students and helps them to provide students with feedback to improve learning
- All students are entitled to regular and good quality feedback which helps them to improve

Aims

- To ensure maximum student progress
- To recognise that it is the responsibility of all teachers to carry out formative as well as summative assessment
- To share and understand a common meaning and approaches to assessment for learning which includes homework, marking and feedback

How We Assess at KS3

In September 2014, the Government changed the way that schools have to assess at Key Stage 3. Schools are no longer expected to report student progress with regards to National Curriculum levels. Instead, every year group has a set of objectives that they have to work towards. These objectives vary according to students' attainment at Key Stage 2.

Students at St Cuthbert's are placed on a "Pathway" at the start of the academic year. Each pathway will have a set of agreed criteria that students have to work towards to ensure they make the necessary progression.

Students will be allocated a pathway (Pathway 1 to 3) according to their prior attainment score at KS2. At regular intervals throughout the year, assessments will take place to measure student progress and at this point students may be allocated a more challenging pathway.

The minimum expected number of key assessment tasks for students at KS3 will be one per half term, with detailed feedback given. Outcomes of student assessments must be recorded in teachers' planners and in students' books/folders.

These assessments will be used as a diagnostic tool to:

- Allow students, teachers and their Parents/Carers to review progress.
- Allow opportunities for students to reflect and respond to the outcomes;

These tasks will be internally moderated to ensure consistency within Department meetings and external verification in place. The tasks will be reviewed regularly to ensure that they give students every opportunity to measure their own progress and have access to the full range of agreed assessment criteria.

Details of these tasks and accompanying progress grids can be found in the relevant schemes of learning. Curriculum areas will maintain a portfolio of standardised assessment pieces and any other reference materials which illustrate the expected standards for each pathway.

At least once per term, staff are required to make a judgement about student progress using the agreed notation which should be recorded on SIMS together with comments regarding intervention for any students that have been identified as not making expected progress. Student Premium students must always have an intervention comment. The agreed notation is:

- **E: Exceeding Expected Progress**
- **Y: Making Expected Progress**
- **N: Working below Expected Progress**

The recording of the results on SIMS enables teachers to:

- Have an idea of the relative progress of students.
- Identify students who are over/under achieving.
- Identify groups of students (i.e. teaching sets, student premium, SEND, HAs/MAs/LAs, Gender) whose progress is above or below that expected and to investigate reasons for this.
- Measure progress over time and, together with other criteria – general marks for class/homework; participation in class discussions and group work – help them determine if students have exceeded/made expected/ or working below expectations.
- Monitor students' ATL using the St Cuthbert's descriptors ([See Appendix 1](#)).

How We Assess at KS4

At least once per term, KS4 staff are required to enter the following information into SIMS:

- **Minimum Expected Grade**
- **Predicted Grade**
- **Intervention**
- **AtL**

This indicates the progress being made towards their minimum GCSE target. Student Premium students must always have an intervention comment.

Homework

Homework is an integral part of school.

Aims: Homework fulfils an important function in contributing to our overall curriculum aims. We set homework:-

1. To consolidate, extend or prepare for class work.
2. To foster the development of independent study habits.
3. To facilitate the use of resources outside the classroom.
4. To provide an opportunity, where appropriate, to set differentiated tasks according to students' needs.
5. To prepare students for linear GCSE examinations.

All homework should arise naturally out of class work to enrich the curriculum.

The Pattern of Homework

Homework places a considerable responsibility upon students to organise their work sensibly. However, the School creates a framework for setting homework to help students manage their work and inform parents. This framework consists of:-

a) Guidance to staff and students on the frequency and amount of homework that shall be set.

KS3 (from January 2020) will be given a Knowledge Organiser at the start of each half term and should do 3 x 20 minutes as calendared. Student will use LSCWC method as explained in the Knowledge Organiser.

KS4 students can expect to do the equivalent of one homework per week for each GCSE subject.

b) Support

Staff are available for guidance inside and outside lesson times and students are asked to consult their subject teachers should they experience any difficulty.

The Library is available during break, lunch and after-school to provide a suitable environment with appropriate facilities.

c) Parents/Carers and Homework

Homework is an area where the partnership between School and Parents/Carers **is essential**.

- Parents/Carers can ensure that students do their homework under suitable conditions, and can help us to establish the importance of homework by showing an interest in what is done.
- Parents/Carers are asked to check their child's Student Planner weekly to monitor homework.
- Parents/Carers are invited to contact the appropriate member of staff if they have any questions regarding their child's homework.
- Parents/Carers can support their children by monitoring the standard of work completed.

d) Students and Homework

- Students are expected to use their Student Planner to record what homework is set and its deadline for completion.
- Students are expected to apply the same high standards to their homework as work completed in school.
- Students are expected to meet deadlines.

e) Monitoring

Whatever the nature of the homework task, subject teachers will make a record of its completion. This will help inform internal monitoring reports. A range of sanctions may be used when homework has not been completed.

Subject teachers will:

1. Keep a record of all homework set in line with departmental schemes of work and ensure that homework matches the ability of students
2. Mark or assess work in line with school policy
3. Reward students, or where appropriate impose sanctions for non-completion
4. Keep a record of homework completion in teachers' planners

Curriculum Leaders will:

1. Ensure that schemes of work include appropriate homework tasks
2. Support subject teachers when students are referred for good work or non-completion

Appendix 1 – St Cuthbert's ATL Descriptors

ATL 1 Outstanding	ATL 2 Very Good	ATL 3 Good	ATL 4 Requires Improvement	ATL 5 Unsatisfactory
<p><i>A highly self-motivated student who is exceptionally positive about all aspects of learning and is passionate about achieving</i></p> <p>Arrives at the lesson prepared with any required homework</p> <p>Classwork tasks, when working as part of a group or independently, are completed with enthusiasm, with exceptional attention to detail, showing a thirst for knowledge and a love of learning</p> <p>Attitude, conduct and manners are excellent</p>	<p><i>A motivated student who takes a keen interest in learning and is determined to achieve</i></p> <p>Arrives at the lesson prepared with any required homework</p> <p>Shows a commitment to fully completing tasks, when working as part of a group or independently, and work shows detail</p> <p>Attitude, conduct and manners are excellent</p>	<p><i>A conscientious student who takes an interest in learning and tries to achieve</i></p> <p>Arrives at the lesson prepared with any required homework</p> <p>Shows a commitment to completing tasks, when working as part of a group or independently</p> <p>Attitude, conduct and manners are excellent</p>	<p><i>A student who lacks motivation and rarely makes use of opportunities to develop learning</i></p> <p>Arrives at the lesson unprepared/or without any required homework</p> <p>Classwork tasks, when working as part of a group or independently, are completed but work does not always reflect ability</p> <p>Attitude, conduct and manners within the lesson are, at times, cause for concern leading to low level disruption</p>	<p><i>A student who is unprepared to learn and has a poor attitude which disrupts their own learning and the learning of others</i></p> <p>Arrives at the lesson unprepared/or without any required homework</p> <p>Classwork tasks, when working as part of a group or independently, are incomplete showing little effort</p> <p>Attitude, conduct and manners are cause for concern, leading to the disruption to the learning of others</p>