

LEARNING AND TEACHING POLICY

This policy has been drawn up in consultation with the whole staff, teaching and non-teaching.

The staff at Alpha Learning Staffordshire recognise that the quality of teaching is a major influence on student performance, and will take account of the needs of all learners through the following principles:

- Each lesson should begin with a brief recap to set the lesson in context and to check that students have understood the preceding work and are ready to progress.
- Effective use of starter exercise that focuses on engagement.
- Each lesson should have clearly stated aims and objectives (displayed on the board whenever possible) which are appropriate, relevant, shared with the students and referred to throughout the lesson.
- Each lesson is broken into 3 distinct parts, starter, main activity and plenary.
- Students cannot realistically be expected to make progress unless they understand what we want them to achieve.
- Clearly stated aims, objectives and outcomes must be outlined in the scheme of work and should be explained to students e.g., 'by the end of the lesson you should be able to' (Knowledge, Skills, Understanding etc.).
- Behavioural expectations will also be outlined at the beginning of each lesson and Behaviour For Learning (BFL) completed at the end of the lesson with each pupil to discuss and record work, behaviour and co-operation.
- Staff should have high expectations of all students and challenge misconceptions and behaviour.
- Staff need to have a secure knowledge of the topic if they are to teach it effectively.
- Staff will ensure that lessons are differentiated according to need and ability and all pupils will be given work appropriate to their capabilities and requirements in accordance with SEND Policy.
- Good lessons are carefully planned, and attention should be paid to:
 - (1) Structure, pace and timing of the lesson.
 - (2) Resources being adequate and well organised.
 - (3) Recognition and use of previous knowledge.
 - (4) Opportunities for individual and group co-operation.

- (5) An effective plenary, revisiting learning objectives and assessing the degree to which they have been met.

Staff must refer to the Baseline Assessment data to assess the type and range of student performance and determine the degree of challenge and progression for work.

The staff at Alpha Learning Staffordshire recognise that literacy is taught across the curriculum and do so by:

- Ensuring that spelling, punctuation and grammar follow convention.
- Encouraging students to speak precisely, using appropriate language.
- Encouraging students to listen to others and respond thoughtfully.
- Encouraging students to use strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.
- Promoting the use of subject specific vocabulary both in discussions and written work.
- Staff recognise the importance of ICT and encourage the use of ICT in all subject areas as a teaching and learning tool.
- All classrooms to have access to a dictionary and Thesaurus.

When planning, teachers should set high expectations and provide opportunities for all students to achieve. Teachers need to be aware that students have different learning styles and bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all students can take part in lessons fully and effectively. A variety of teaching and learning styles should be employed over a period of lessons. Students should be given the opportunity to:

- Work independently and work in groups.
- Select and organise resources.
- Seek information.
- Make decisions.
- Solve problems.
- Communicate ideas and pose questions.
- Use visual and auditory stimulus material.
- Assess their own and their peers' work.
- Be offered opportunities for reflection.

The staff at Alpha Learning Staffordshire recognises that learning can only take place in a calm and appropriate atmosphere and to achieve this all staff must:

- Consistently apply the Behaviour Policy.
- Expect and insist upon co-operative behaviour.
- Encourage mutual respect and co-operation.
- Apply calm but firm discipline.
- Consistently apply school sanctions.

The staff at Alpha Learning Staffordshire recognises that they must teach by example and do so by:

- Being punctual to lessons and insisting on punctuality from students.
- Encouraging a work ethic by working until the end of lesson.
- Speaking quietly and clearly with respect and authority.

ASSESSMENT POLICY

This policy has been drawn up in consultation with all staff at Alpha Learning Staffordshire, teaching and non-teaching.

On entry an assessment package will be administered to each pupil providing baseline assessment data. An example of the range of assessment used is attached to this policy.

Each unit of work in all areas of the curriculum has assessment objectives. Assessments are criterion referenced and this information forms part of the pupil's individual record. Success against criteria is recorded half-termly.

Baseline Assessment Aims and Objectives:

- To make baseline assessments in Maths, English, Reading, Spelling and Vocab, using a range of assessment tools including BKSB, Access Reading Tests (ART) and Access Mathematics Tests (AMT)
- To track progress of each student against their National Curriculum baseline levels and **at least** in line with national expectations.
- To use baseline assessment data to inform staff of pupil's individual strengths and weakness, to guide planning and notably differentiation.
- The creating of Pupil Passport, ILP and behaviour targets.
- To use assessment to inform staff and pupils of termly progress towards ILP targets.
- To assess and manage behaviour through the setting and review of targets.
- To identify and assess SEN as defined in the Code of Practice.
- To encourage pupils to take responsibility for their own behaviour (BFL).
- To establish a quantifiable for pupils returning to school or changing educational provision.

ILP targets will be set in Literacy and Numeracy.

Behaviour targets will be set on an individual basis and reviewed every half term.

Assessment of behaviour is continual, recorded in the Behaviour for Learning Sheet and SIMS and used at the weekly tutorial sessions.

Formative assessment is continually being made through marking of written work, discussion and observation of pupil achievement and progress.

Monitoring and Evaluation

We will monitor the success of the Assessment Policy through:

- The rate of progression through ILP learning and behaviour targets, on a termly basis.
- Monitoring progress observed in pupils written work, through a termly book trawl.
- Progress observed in pupil's behaviour through BFL.
- The rate of progression through each subject, in line with national expectations.
- Progress through areas of "need" by implementation of individual student interventions, identified by subject teachers.
- Individual Criterion Referenced Assessment data.

Assessment Moderation Meetings

These meetings take place termly and:

- Review SEN register.
- Moderate literacy and numeracy targets.
- Review behaviour log and set targets or agree intervention.
- Review and set new literacy and numeracy targets, as appropriate.

Optional Baseline Assessment

It may be appropriate to utilise alternative assessment data, dependent upon the specific, individual needs of the student.

Alpha Learning Services

Pupil Assessment & Progress Tracking

Initial Pupil Assessment on Entry
BKSB Initial & Diagnostic
Spelling, WRAT 4 (If reqd)
AMT, ART
(EXCEL Spreadsheet)

I.L.P to be drawn up and discussed at next
Staff Meeting
(All staff aware of strategies & support)

Half Termly
Assessment piece
To show Strengths, Weaknesses & Next
Steps (SWANS)
(Excel Spreadsheet to show progress)
Pupils informed

Half Termly
C.R.A. Assessment completed per child
to show access, knowledge, skills and
understanding

ILP amending?
Differentiation?
Gifted & Talented?
Additional 1:1 support?

September, January, May
Re Test from Base Line

Criterion Reference Assessment - Example

TOPIC : Using language to engage and sustain the reader by writing imaginative and interesting text – Horror Writing.

Name :	Red	Orange	Green
I can identify some of the various genre that is used in English language			
I understand some of the key aspects that need to be in a piece of horror writing.			
I understand the impact of emotive language on a piece of writing			
I know what AFOREST means			
I can identify some AFOREST techniques in a piece of writing			
I know what is meant by structure			
I can talk about how a writer uses language in their work.			
I know what is meant by TiPToPS and can use paragraphs correctly in my work			
I can create a piece of writing using structural techniques			
I can use descriptive language for affect in my work			

MARKING POLICY

Improving learning through assessment depends on the provision of effective feedback to students. Feedback covers a broad spectrum of responses to students' work and operates on different levels. It could be verbal, written, part-written and part-verbal. It is important that expectations for teacher marking and assessment are made clear to students and their parents.

Manageability

To be meaningful, marking must be rigorous. Not all pieces of work need to be marked, in-depth, for individuals or groups, against learning objectives. The key points for development and improvement should be clearly indicated. Marking should identify progress made, and targets can then be set. These must relate to learning, and students should be told where and when they will have an opportunity to reach new targets by completing another piece of work.

Effective marking can,

- Provide clear feedback to students about strengths and weaknesses in their work.
- Recognise, encourage and reward students' effort and progress.
- Focus teachers on those areas of learning where groups and individual students need specific help.
- Provide a record of students' progress.
- Help parents understand strengths and weaknesses in their children's work.

To be effective marking and feedback must,

- Be consistent across the school.
- Be given promptly and regularly.
- Be set against Criterion References Assessment (CRA).
- Focus on learning objectives and criteria for success.
- Support students in developing the skills to reflect on their own and each other's work.
- Give students a clear picture about what they have done well, and what they need to do next to make progress – "even better if....."
- Be clear, unambiguous and consistent with the students' own language skills.
- Provide students with strategies that they could adopt to develop their work.
- Allow time for response and specific improvement to the work marked.

Comments on students' written work should,

- Relate to planned learning objectives, which should be clearly indicated for each piece of assessed work.
- Be legible and clear in meaning.

- Recognise a student's achievement in meeting success criteria.
- Indicate the next steps in learning and support students in understanding how they can improve their work.
- Help students to work out mistakes and misconceptions for themselves e.g., by posing questions rather than telling them what to do.
- Avoid comparing individual students' work.
- Avoid marks and grades, (there may be times when you refer to appropriate levels or GCSE grades).
- Avoid pointless comments, such as "try harder", "make your work neater", "why didn't you finish?".
- Use positive language i.e. "This is good because ----. Have you thought about --?" or "The way you have explained ----- is very effective and now you can go on to add in two points about -----".

Alpha Standard Marking

- Ideally written work should be completed in blue or black ink (ballpoint for maths) due to examinations having to be completed in black ink.
- Diagrams and drawings should be completed in pencil.
- Marking should be done in a colour distinguishable from blue/black. All marking will be done in purple pen.
- Mistakes should be crossed through with one line - ~~mistake~~.
- Spelling corrections – no more than three words to be corrected per page by circling them, do not give the correction (students should find the correction themselves), any more than 3 mistakes on the page should be marked by prompting students to check ALL spellings.
- Unless specifically told otherwise students need to answer in full sentences.
- Work should be named, dated (in full) e.g. MONDAY, 22nd February, 2021, titled and underlined.
- Date and sign all marking and on specific pieces or work i.e., extended writing course work.
- At tutorials, slots will be booked for individual subject staff to discuss subject feedback, as required.

WRITTEN FEEDBACK CHECKLIST

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	Does the task give all students an opportunity to show knowledge, skills and understanding?
	Does the task give students an opportunity to extend their knowledge, skills and understanding?
	Is the task interesting and engaging?
	Are the learning objectives and outcomes clearly stated?
	Do students have enough information about the success criteria?
	Are the comments clear and phrased positively?
	Do the comments clearly identify and praise good aspects, as well as points for development?
	Do comments refer to a manageable number of points for development?
	Do comments <i>tell</i> students what to do, or help them to <i>think things through for themselves</i> ?
	Are students given time to respond to comments, i.e. Do comments create dialogue about learning? Are there opportunities for redrafting or correcting? Are students encouraged to identify where they get stuck, think about why, and work out strategies to overcome this?
	Are pupils given an opportunity to implement targets in next pieces of work and are these checked?
	Is work returned within reasonable time for being submitted – e.g., within two weeks?
	Are students given an opportunity to discuss their work with a learning partner?
	Does in-depth marking inform future planning for learning?
	Over time, is written feedback improving the quality of students' work and learning?

Marking

Staff will mark your work in purple, you need to redo any corrections in green pen.

SP

Spelling mistake - please write this out three times underneath in green

CL

Capital Letter

//

This needs to be a new paragraph.

G

Grammar - consider redoing this sentence so that it makes complete sense.

P

Punctuation - remember full stops, question marks, commas etc.,

All corrections need to be completed in green pen.

All diagrams and drawings need to be in pencil please.

