

# **The Danesgate Community**

## **Teaching, Learning and Assessment Policy**

November 2017

### **Introduction**

The purpose of this policy is to achieve high levels of success by ensuring that effective learning takes place in the classroom. Danesgate outcomes compared to statistical neighbours nationally show that the school outcomes are above average in all areas. There is a continued positive trend in narrowing the gap between national expected and student outcomes at Danesgate.

Throughout this Policy the term 'classroom' refers to any of the varied learning environments that are used within the Danesgate Community.

For the remainder of this policy the term 'teacher' will be used to refer to the range of teachers, tutors and vocational instructors who are responsible for delivering learning sessions to individuals or groups of students within the Danesgate Community.

This policy should be read alongside other policies of the school, particularly

- Behaviour for Learning policy
- Appraisal policy
- SEND policy

### **Responsibilities**

Danesgate staffing structure is regularly reviewed so that the teaching profile reflects curriculum needs. It is the policy of the school to employ specialist in particular subjects and ensure there is dedicated training in English, Maths and special educational needs for all staff at Danesgate. Support staff are recruited that are highly qualified often with a degree in a key subject and/or a wealth of experience working with young people.

It is the responsibility of all teachers to provide the highest quality learning opportunities (including the deployment of learning support colleagues) for our students. It is the responsibility of the senior leadership team to monitor the quality of the learning, teaching and support provided and to offer further support and direction as needed.

It is the responsibility of the teacher to investigate new curriculum opportunities that will enhance the progress of their students. It is the responsibility of the senior leadership team to lead and manage any proposed curriculum development and support CPD that matches school improvement priorities in this area.

It is the responsibility of the teacher to access and use all available information on their students in order that they can prepare and plan appropriately for the individual needs of each student. It is the responsibility of the senior leadership team to put an infrastructure in place that supports initial assessment and information gathering.

It is the responsibility of the teacher to monitor and accurately assess the progress of each of their students and to plan for intervention activities as required. It is the responsibility of the senior leadership team to monitor the overall progress of cohorts and to ensure that there is a school-wide framework for monitoring progress.

In order for our students to learn effectively and achieve appropriately there are three essential ingredients that need to work together:

1. High quality teaching and learning support
2. A curriculum that is fit for purpose
3. Effective assessment, monitoring and review

The remainder of this policy will cover these three elements.

### **1. High Quality Teaching and Learning Support**

Effective learning takes place when students know:

- what they know and what they need to do to make progress
- what they are achieving at every step
- how to learn, including thinking and questioning skills, using methods and resources
- the attitudes to learning needed, including respect, interest, responsibility, responding to challenge
- how to work collaboratively and without close supervision
- the skills they need to develop, including enquiry, research, analysis, reflection

Effective teaching needs:

- clear planning based on knowledge of prior attainment and special educational needs of individual students
- skilful questioning which improves the quality of pupils learning
- different, well-judged teaching styles and strategies
- Lessons driven by learning and not tasks
- pace
- high expectations which encourages participation and commitment
- effective partnership with classroom assistants
- systematic, regular and accurate assessment
- mutually positive classroom relationships
- relevant homework

- excellent subject knowledge
- positive climate for learning
- skilled and consistent behaviour management
- to prepare pupils for the next stage of their learning
- to promote pupils' spiritual, moral, social and cultural development.

**Teaching and learning styles and strategies** (see appendix for basic expectations)

The range of teaching and learning styles should be extensive. These will include:

Explanation	Instruction	Questioning	Modelling	Observation
Reporting back	Investigation	Consolidation and practice	Problem solving	Individual work
Paired work	Collaborative work	Peer assessment	Discussion	Listening
Using ICT	Extended writing	Directing and telling	Demonstration	Making judgements
Oral Feedback	Role play	Research	Sharing	Puzzles
Mind mapping	Games and puzzles	Simulations	Self-assessment	Feedback through marking

**Planning of individual lessons**

***Lessons must be engaging and driven by learning, the purpose is to raise pupils' achievement and every lesson must demonstrate learning.***

Lessons should be engaging and be focused on learning. There should be a range of activities which encourage students to take responsibility for their own learning. These should be balance of independent, paired and group work, with opportunities through out the lesson to evaluate understanding and check learning. Assessment for learning can come in various forms from; questioning, peer assessments, mini plenaries and formal assessments etc. Current data, targets and initial assessments should be used to ensure lesson delivery is appropriate and differentiated to the needs of each student at Danesgate.

Planning should, where appropriate, be done in partnership with teaching assistants if they are regularly in lessons. It is vital every teacher keeps a record of planning for learning.

Planning can be completed on a The Danesgate 5 Minute Lesson pro-forma (***please see appendix of this policy***).

It should include:

- The story so far – context of the lesson e.g. a unit of work and what the students have learnt already.
- Learning outcomes/WALT & WILF – what ‘all students’, ‘most students’, ‘some students’ will learn during the lesson.
- Hook – strategies and activities that will engage the students throughout the session.
- Stickability – the minimum the students must take away from the lesson e.g. a definition of a new term.
- Assessment for learning – testing the learning of the students throughout the session, through questioning and peer assessment etc.
- Keywords - keywords and terminology that the students will need to use during the lesson.
- Behaviour for learning/Differentiation – identifying triggers and planning for positive behaviour through differentiation of work.
- Pro-active TA – forward planning identifying students/groups where the TA will have an impact on learning.
- Learning episodes – Learning activities that will engage students and enable learning.

Each tutor is expected to provide:

**Personalised programmes:** half termly plans produced schemes of work on the shared area, recorded centrally so that teachers of each student can update and track progress of curriculum delivery. The Keyworker can also access curriculum plans and delivery for specific subjects at any point.

**KS3 groups:** full schemes of work are available on the shared area following the opening minds program of study. These are continually updated and reviewed to keep lesson content current and in line with world events.

**KS4 groups:** A carousel of core subjects (English, Maths, Science and Health and Social Care) are delivered through specialist teachers; half termly plans are produced. Students then have three option choices that focus on an individual’s interest; again delivered by subject specialists. Students also have the option of a skills based qualification , work experience and skills based learning.

**Learning objectives** make it clear to pupils what they are expected to learn and try to help pupils contextualise their learning. They are more generic and we can often use the same objective to span over a series of lessons.

For example

**In this lesson we are learning to...**

- develop our understanding of 2D and 3D shapes

**Learning outcomes** focus on what the learner will know or be able to do by the end of each activity and ultimately by the end of the lesson

Each lesson might have multiple learning outcomes that span a range of levels of learning.

Learning outcomes can address content, skills, and long-term attitudes or values for example and should use subject specific language, and should clearly indicate expectations for student performance.

For example

**By the end of this lesson**

- All will be able to name all the 3D and 2D shapes
- Most will be able to compare 2D shapes using specific key words
- Some will be able to compare 3D shapes using specific key words

**Stickability** is one or two areas of knowledge every student will leave the classroom with.

For example

- the difference between 2D and 3D shapes

Appendix 5a & 5b has more examples and shows how Blooms Taxonomy can be used to help find the correct verbs for learning outcomes.

## **Delivering effective lessons**

### **Start of lessons**

Lessons should start promptly to ensure that maximum time is spent on learning.

It is important to engage the students from the very beginning, it is encouraged you try to be creative in order for this to be achieved.

Learning outcomes and how students may judge the success of the lesson must be shared in student friendly language with opportunities to check that every pupil has understood what is expected.

Starter activities should be short, relevant, have specific learning outcomes and engage students as quickly as possible.

The learning that is to take place during the lesson should be placed in context.

## During Lessons

The activities should be well structured, well planned, relevant and differentiated. Planned use of support should be made in partnership with classroom assistants, making sure the assistants are strategically placed to impact learning. Resources should be to hand and used effectively. New technology should be used to enhance the learning experience of students. Take risks and try new & old techniques to engage the students and use various methods of demonstrating learning. Writing in books and worksheets are not the only methods in which this can be achieved; photographs, whiteboards, graffiti tables, sorting exercises, cutting and sticking, and the use of ICT etc are other ways in which learning can be recorded.

All planned activities should:

- ✓ Be matched to students needs and abilities
- ✓ Build on knowledge and skills acquired previously
- ✓ Relate to key questions, enquiry, investigation and problem solving skills
- ✓ Develop a range of student skills
- ✓ Use different teaching strategies
- ✓ Provide frequent opportunities for students to evaluate their own work and their learning
- ✓ Encourage students to take responsibility for their own learning
- ✓ Encourage students to apply what they have learned in other situations
- ✓ Relate to one or more of the outcomes and bring rewards and/or praise on completion

Teachers should:

- ✓ Establish a positive climate for learning
- ✓ Ensure the pace of the lesson is dictating by learning
- ✓ Ensure all pupils understand instructions and explanations
- ✓ Encourage clarifying questions
- ✓ Use skilful questioning skills to extend and deepen learning
- ✓ Link work clearly to learning outcomes and success criteria
- ✓ Have high expectations of all students
- ✓ Expect high quality in terms of work and effort
- ✓ Use target and technical language
- ✓ Display key words and/or write them on the board
- ✓ Ensure that **all** activities allow students to progress
- ✓ Enable mini-plenaries to take place, where appropriate, so that students remain focused and have the opportunity to evaluate their progress
- ✓ Promote pupils' spiritual, moral, social and cultural development
  
- ✓ Develop pupils literacy and numeracy skills throughout the lesson

Students should:

- ✓ Listen and respond positively to the teacher and each other
- ✓ Remain on task
- ✓ Be stretched and challenged
- ✓ Be motivated
- ✓ Want to achieve well and achieve the success criteria
- ✓ Take responsibility for learning

### **Plenary sessions**

- Plenaries can occur at any point during the lesson in order to demonstrate learning.
- The teacher should return to the learning outcomes and encourage all students to evaluate the progress they have made during the lesson.
- The strategy of question and answer, peer or self-assessment may be appropriate, or a related extension task may be used.
- Students' achievement of success criteria should inform planning for the next lesson.
- Related homework may be set, and students may be told about work to be covered next lesson.

**Although lessons must be planned, teachers skilful questioning and astute listen during the lesson may reshape tasks to improve learning as necessary**

**Marking Policy:** After consultation with staff through staff training and INSET a flexible marking policy is under development. The aim is to guide staff but ensure flexibility to allow for marking to be considerate of each individual and their needs.

### **Classroom Observation, Student Interviews, Work Scrutiny and Whole School Self Evaluation**

Throughout the year and at regular agreed intervals classroom observation, work scrutiny and planning sampling are used to monitor and evaluate the effectiveness and quality of learning and teaching at in The Danesgate Community. They also form an important part of the process of reviewing the performance of the school through whole school self evaluation.

Classroom observation is used to support continued professional development and departmental review. Once a year (for teachers who are not under-going monitoring as part of competency procedures) classroom observation will be used as part of the performance development process.

The process of classroom observation contributes to:

- The continued success of the school
- Raising achievement and school improvement
- Improved classroom teaching
- Curriculum development
- Determining teachers development needs
- Identifying the future development needs of the school

Every teacher will be observed teaching twice a year as part of the quality assurance of teaching and learning and a least once a year as part of the school's performance management policy. ***The observation pro forma can be found in Appendix 3 of this policy. A table showing elements of good and outstanding lessons can be found in Appendix 2 of this policy.***

## **2. A curriculum that is fit for purpose**

Our learners need a curriculum that either prepares them for a return to mainstream or prepares them for progression to further education, work-based training or employment. Carefully planned bespoke education plans show a unique program of study that suits every student's needs and removes any barriers to learning/progress.

Upon admission each student and their parents will be part of an admissions meeting led by one of the senior leadership team. At this meeting information will be gathered about the student's needs and an education plan based on their academic and emotional needs will be discussed and agreed. It is critical to the way that the Danesgate Community works that each student is treated as an individual and a personalised learning plan is designed. Students are then allocated a **Keyworker** who is carefully chosen to ensure a positive working relationship and support the individual both academically and emotionally. Communication is open between school, keyworker and parent/carer to ensure education plans are appropriate for the learner's needs, interests and post 16 progression.

The list below shows the kinds of curriculum that are on offer within the Danesgate Community but this list will be added to if a new qualification route is deemed necessary (and possible) for any individual student.

**Established curriculum offer:** We have a very fluid curriculum that not only meets the needs of each student but is adapted when necessary to accommodate the changing circumstances and requirements of every student. Throughout the Key Stages PSHCE is built into the curriculum to ensure students are aware of diversity, world issues and British values.

**KS1 & KS2** – Following changes to the Primary National Curriculum, the students will follow an adapted version of this in order to suit their needs, academically and socially

**KS3** – National Curriculum is followed. In KS3 the RSA Opening Minds curriculum is delivered. This thematic curriculum programme is ideal for our students as it allows us to



work on behaviour and social skills/competencies alongside a broad and rich curriculum that matches NC requirements. The OM curriculum follows modern and relevant themes that help to engage students and address current affairs

**KS4** – GCSE English, GCSE English Literature, GCSE English Language, GCSE Mathematics (including Entry level as required), Functional Skills (Eng/Ma/ICT), GCSE Science, Art, Expressive Art, Graphics, Health and Social care, Child care, General Studies, OCR Sports Studies Certificate, ECDL ICT, NVQs in Land Based Industries, Hospitality and Catering, Hair and Beauty and Construction, (these skills based courses will be moving to a NCFE craft program in line with the new approved technical awards) Preparation for Working Life, and a range of additional GCSEs to meet the needs of “late-comers” from mainstream schools from languages to Sociology.

#### **Lead teachers in English and Maths:**

Recent appointments of an English and Maths lead has helped to coordinate curriculum effectively and to a high standard across Primary, KS3 & KS4; working closely with the Assistant head for curriculum and achievement and SENCO to ensure a focus in literacy and numeracy underpins all curriculum delivered. All staff recognise the role they play in teaching literacy and numeracy within their subject specialism.

#### **SEN teaching:**

*To consult with SENCO and SEN team*

### **3. Effective assessment, monitoring and review**

The Danesgate Community is the only provision of its kind available in York so it is to be expected that students will join our school at any point through the year and at short notice. We are here to provide for students who are missing out on education and may be in crisis so it is essential that we move as quickly as possible to return them to learning and provide appropriate support. This is a constant challenge for all who work in The Danesgate Community. As such these staff and their colleagues who work within Danesgate need to plan for swift integration of new students.

The names of new or expected students will always be published in the weekly bulletin and teachers and other colleagues are responsible for checking for information on new students. Sometimes this information will exist on the student passport or on the LA’s centralised database but other information will evolve over the first month of students joining the Danesgate Community. Because it will not always be possible to pass on detailed information immediately teachers should plan appropriate induction activities where necessary until accurate information on levels and context has been processed and published.

Upon admission each student will have a student passport from their referring school. This passport will be placed on file by an Administrator so that teachers and other colleagues can begin to gather information on new students. Over the first month initial assessments will take place – these will be done by a range of colleagues including the teacher, the leads in English and Maths, the Personalised Programme SEN lead, the SENCO and other colleagues

who specialise in SEN assessments. These initial assessments will add to information from the school, gather Basis Skills and NC level indicators and give us standardised scores in relation to understanding, reading and spelling. Each student will also undergo baseline assessments for English and Maths, these will be arranged by the key worker after reading and spelling ages are known. The introduction of GL assessments in English and Access assessments in Maths have allowed tracking to be more robust and an increased confidence in target setting data.

Any special access arrangements needed for examinations will be flagged up at this point and notified to the examinations officer. Complete bespoke exam arrangements for every individual sitting a public exam ensures that students are given the best opportunity to achieve their best in examinations.

### **Reporting to parents**

Each term achievement data will be collected on each student. There will be 2 mid reports summarising targets, working at grades and approach to learning in each subject and then 1 full report (spring for KS4 and Summer for KS3) giving feedback, reporting progress and highlighting targets for each student. Data from staff (WAG/AtL) will be analysed by the Assistant Headteacher (Curriculum & Achievement) and then will be published in order for staff to plan for learning and identify any students that may require intervention.

After the initial induction into Danesgate there is a formal review after a month. Following this there are half termly reviews with Keyworkers and a member of SLT to monitor educational plans/timetables.

Built into the school calendar are Parent days where parents meet formally with keyworkers and a member of SLT to discuss student's reports and any positive experiences and areas of concern. This meeting is mainly around the end of term reports.

Students individual education plans (IEPs) are reviewed termly that targets are reviewed and set with a focus on literacy, numeracy and behaviour.

This policy will be monitored and reviewed regularly by the Curriculum Sub Committee of the Management Committee.

This policy has four appendices:

1. The Danesgate 5 Minute Lesson Plan
2. Danesgate Lesson Observation proform
3. Table to highlight elements for good and outstanding lessons
4. Basic expectations: essential for achievement
5. Impact and outcomes: staff consultation
6. Impact on personal development and wellbeing: staff consultation