

The Rural Enterprise Academy



Teaching and Learning Policy

Approved by Governors:
18.06.20

Review Period: annually

Review by: June 2021

What is Visible Learning?

“Visible Learning is teachers seeing learning through the eyes of their students, and students seeing themselves as their own teachers.” (Professor John Hattie)

At the Rural Enterprise Academy, we are committed to ensuring that all of our staff have a sound understanding of what works best in education. We use this understanding to support all of our students to achieve and attain at the highest possible level. The visible learning approach is informed by clear, evidence based research. Schools that embrace the principles behind visible learning approaches have the following features: There is a shared ‘language of learning’ between teachers and learners e.g. we understand what makes a good learner, what progress looks like in different subjects, and how to set targets; Teachers assess the impact of the different strategies they are using and make changes when they identify more effective ways of supporting learners’ progress; Regular feedback is given from the teacher to the learner, learners give feedback to each other, and to the class teacher; Teaching staff are passionate about doing their best for the young people they are working with, and inspire interest both in their subject and learning as a whole; The systems and processes in the school support all the above, and everyone in the school community is encouraged to be a leader in learning.

What is a visible learner?

Visible learners are ‘assessment capable’; that is to say, they understand how to approach learning and how to share their progress. Visible learners: Demonstrate positive dispositions towards learning (Responsible, Resourceful, Resilient, Reflective); Understand that mistakes are part of the learning process; Know how to learn, with strategies to use when they face challenges; Seek, receive and act on feedback; Explain and understand their progress (Where am I in my learning? Where am I going? How will I get there?); Collaborate, learning with and from others

What does this look like in our classrooms?

Assessments are not just something that happens at the end of a topic or unit of work; teachers continually make assessment judgements based on what learners make, say, do and write in class.

Feedback on learning is focused on comments to support progress, not just on a mark or percentage; Regular learner conversations ensure that there is a shared understanding of standards and to support target setting. Learners are encouraged to have a growth mindset and know that practising skills leads to progress. There are opportunities for collaborative and active learning. Teachers seek out information about what works and what does not.

The Characteristics of AfL in the Classroom

1. Set Learning Intentions; determining outcomes as differentiated success criteria

The Learning Intention specifies what the pupil will learn and the Product Success Criteria will specify what they will have produced in order to demonstrate that the Learning Intention has been met.

For example

Learning Intention: To be able to calculate the area of different 2D shapes

Product success criteria: Use the correct formula in calculating the area of different 2D shapes including triangles

Process success criteria:

	Identify and measure the base and height
	Multiply the base and height and divide by 2
	Record in units squared

Methods of communication include displaying on the white board (use different colours for intention and outcome), verbal explanation and using the terms on worksheets and handouts, instead of a title.

It is imperative that success criteria are discussed with the pupils so that a pupil could very precisely explain to someone observing the lesson exactly what they must have done by the end of the lesson in order to achieve success.

2. Provide "The Big Picture" for Learning

Set each lesson in a context so that the pupil knows where it fits in. It is important to show how a topic fits into the complete syllabus/specification and how that topic may be assessed. In

addition, it is useful to recap the previous lesson's learning, demonstrating how that links to the current lesson and indicating how this will be developed in the next lesson. Deliberate practice (Hattie, 2013) techniques could be employed here.

3. Provide verbal feedback to pupils on their learning.

This involves a movement away from "touring" the classroom to check on behaviour and places the emphasis on a pupil/teacher dialogue on learning and progress. The feedback should be focused on the learning intentions/success criteria and seek to identify the next steps which a pupil should take to make progress. It is vital that tasks allow pupils to demonstrate their learning i.e. it is difficult to provide "next steps" feedback on copying notes or a diagram. Additional guidance on feedback can be found in the Feedback policy

4. Provide written feedback to pupils on their learning outcomes.

This will involve:

- focusing on the learning Intention selectively
- confirming that pupils are on the right track and how closely they meet the success criteria.
- stimulating the correction of errors or improvement of a piece of work in green pen
- scaffolding or supporting pupils' next steps
- providing opportunities for pupils to think things through for themselves
- commenting on progress over a number of attempts
- providing pupils with the opportunities to respond to the teacher's comment.

5. Provide opportunities for Peer and Self-Assessment.

These should be part of the learning process and engage the pupils in their own learning. Some strategies include:

- A self-assessment log
- Self marking
- Peer marking. In order to integrate these types of assessment, pupils need to be trained in collaboration and also have the success criteria made clear to them, possibly in the form of a mark scheme.

6. Provide pupils with exemplar material or modelling

This aspect is linked to the above point of pupils assessing themselves. If pupils have access to materials which provide successful examples of what they are being asked to achieve, they will have a tangible guide to work from. Examples may include:

- Written work from other pupils
- Teacher modelled exemplar pieces at different levels. This is extremely valuable – if a

pupil doesn't know what outstanding looks like they will struggle to replicate outstanding.

7. Provide pupils with clear targets.

- Using curricular targets, linked to identified gaps in knowledge
- Including curricular targets as the comment in the pupil's report
- Developing a system of setting and reviewing subject specific curricular targets on a regular basis
- Involving the pupils in setting their own curricular targets and associated success criteria
- Linking curricular targets with the pupils' progress targets.

Rationale

1.1 The national change of approach regarding pupil achievement has shifted from attainment to progress in a range of eight largely specified subjects and is measured as Progress 8

1.2 Regular formative assessment (AfL) and periodic summative assessments is integral to success. The Academy policy sets out a framework to enable staff to build the necessary assessments into teaching programmes.

1.3 The Academy will use a range of prior performance data to micro monitor achievement.

1.4 The policy reflects the implementation of a range of strategies designed to ensure effective teaching and learning, and monitor the progress made by pupils. These include the coherent approach to course and lesson planning required by Medium Term Plans (MTPs) and Short Term Plans (STPs) and the use of Lesson Observations; Learning Walks and Work scrutiny as well as pupil voice.

Aims of Assessment

2.1 To create a balance between Assessment for Learning (formative assessment) and summative assessment.

2.2 To adopt a more collaborative approach by considering the pupils' needs in addition to the teachers' obligations to assess. This will include a focus on verbal feedback, live marking and extensive self and peer assessment.

2.3 To identify and share relevant assessment information with pupils and parents in order

to improve progress in the short term and also achievement over time.

2.4 Assessment of this type should:

- Be integral to the planning and delivery of lessons and not always derived from formal testing
- Be used to inform planning and teaching
- Be used to inform the future learning of pupils by telling them what they need to do to make progress, this may often be in the form of a Smith Proforma
- Be regularly carried out
- Be based on an agreed and consistent approach
- Be used to track progress against expectations
- Be understandable to pupils – so there must be common features across the Academy
- Be something that pupils enter into: self-assessment and peer assessment

Subject Guidelines for Assessment

Whole

3.1 It is the responsibility of the lead teacher to ensure the Whole School feedback policy is implemented for their subject. Lead teachers are responsible for the consistent implementation of the policy. At TREA many teachers are the only teacher of certain subjects and thus by default the lead teacher; it is therefore imperative that all teachers are individually responsible for the implementation of the policy.

3.2 Teachers should indicate the balance between formative and summative assessments. Relevant specification references, progress questions and a clear statement of when summative or topic assessments are likely to take place. Feedback of these assessments will be seen in students work as a reflection of the four quarters marking by Dillon Williams or Smith Proforma.

3.3 Quality Assurance procedures will facilitate monitoring of assessment through Learning Walks and Work scrutiny. The Principal and vice principal will undertake Learning Walks and respond to findings. The Principal and Vice Principal will undertake Work scrutiny and respond to findings. Both the findings and responses should be reported to the Principal (if not part of the process) and the Academy Board of Governors as part of termly Principal reports.

Strategies for Learning

4.1 All teachers should follow the procedure for assisting pupils to set Self Reported Target Grades. Targets are always set and reviewed in collaboration with the Assistant Principal who is responsible for all data analysis and the setting of appropriate targets.

4.2 Self reported grades should be confirmed with pupils no later than the end of the first month of the autumn term.

4.3 If a pupil is close to or has already reached their Self Reported Grade the member of staff

should amend the target as appropriate; again in collaboration with the pupil and the Assistant principal.

4.4 Self reported grades may change over the course of the year following summative assessments. These changes will only take place following a conversation with the student and the Vice Principal

4.5 The current working grade for term 1 must be issued within 4 weeks of the start of the term. This should be based on previous assessments data (where it exists) and an assessment of work completed.

4.6 It is the responsibility of the class teacher to ensure that the correct syllabi are being followed. To this end, each member of staff will be asked to sign a document to confirm an awareness of the external examination syllabi.

Inclusive Learning

5.1 All staff are required to implement assessment procedures for pupils on the SEN register, which identifies long term objectives and strategies to support the pupils in their learning.

5.2 Targets for learning are discussed and regularly reviewed with pupils – these targets are challenging, specific, measurable and time-related.

HOMEWORK

In providing appropriate homework for all pupils, the Academy intends to extend and enhance learning opportunities for pupils.

- To organise themselves and their time in completing a task
- To develop independent learning
- To learn and to practise study skills e.g. research, revision
- To enable them to develop their own individual abilities
- To enable pupils to enhance their ICT skills

To develop our pupils' skills, the Academy will:

- Encourage parental involvement with their children completing homework
- Provide opportunities to reinforce and prepare for classwork
- Provide, whenever possible, opportunities in the extended curriculum time for homework to be completed.

There is firm evidence that those pupils who regularly complete homework are the ones who perform best in assessments, including examinations. Where this effort is encouraged and monitored by supportive parents, in cooperation with teachers, pupils tend to do even better.

Expectations of Pupils and Parents

- Pupils should ensure they are aware of homework tasks set and their due date
- Pupils should complete the work they are set to the best of their ability, within a

reasonable time span. This will vary according to the nature of the task and the subject.

- They should always hand in their homework, or at least a creditable attempt, on the due date.

Parents can help by:

- Providing an appropriate study space for homework
- Giving advice, guidance, support and encouragement.
- In forming Academy staff where pupils are experiencing difficulties completing homework
- Check regularly the calendar for homework tasks set for their child's teaching group

Types of Homework:

- Written, extensions to classwork, questionnaires, past examination questions, completion of final drafts
- Learning e.g. revision, vocabulary work, practice
- Preparation e.g. research, reading, interviews, analysis
- Coursework or project work
- Creative

Homework may be designed as a class activity. It may also be designed to help individual pupils overcome particular weaknesses or to present high-achievers with challenges to extend them.

MARKING

Please read alongside the Feedback policy

1.1 Rationale

The overall aim of marking pupils' work is to raise the standard of each pupil's achievement. There will be some variation in the marking of work between subjects, but there are certain principles that should be a clear feature of all marking within the Academy.

1.2 Purposes

- To provide motivation by acknowledging success and praising achievement.
- To provide feedback on strengths and areas for improvement in work (Next steps).
- To provide guidance in relation to future learning and so contribute to raising achievement. To assess and record pupil progress.
- To provide a source of information to influence future teaching.
- To demonstrate to pupils that their work is valued.
- To provide pupils with the opportunity to reflect on their learning.

1.3 Guidelines

1.3.1 Areas of success should be indicated and there should be a positive comment, indicating

what has been done well. This comment should be based on the success criteria which are incorporated in the task.

1.3.2 The pupil's effort in completing a task may be included in the comment, if this is required. The Rewards Policy enables staff to reward effort immediately. Staff should implement rewards strategies as appropriate eg. A call or letter home or positive points on Go4schools. Effort should not be marked or graded.

1.3.3 Success criteria for each piece of work should be made explicit to pupils. Marking should be carried out against these criteria and indicate the extent to which pupils have been successful in achieving them.

1.3.4 Next steps should be included, clearly indicating what needs to be done to improve the standard of work in the future. These guidelines should be specific and relate to the success criteria.

All subjects should ensure there is sufficient challenge in lessons for the most able. Teachers should be using SOLO taxonomy to support challenge, alongside techniques from PiXL's thinking hard resources.

1.3.5 Pupils' work should be marked on a regular basis and returned to pupils promptly with levels/grades recorded appropriately. Regular is determined by the Principal and Vice Principal as part of the monitoring of teaching and progress made over time. Detailed feedback should be evident following each assessed piece of work

1.3.6 Pupils should be given time to reflect on teacher comments and targets during lessons, and provide their own comments where appropriate; where possible this should form part of the lesson plan. Techniques such as Correct and Perfect should be employed to help students own their learning.

1.3.7 All subjects should contribute to the development of Literacy and Numeracy across the curriculum – this will be reviewed through the work scrutiny programme. In subjects which do not make a high demand on extended writing, staff should be aware of the reading demands on pupils, particularly those of examinations. It is always useful to check an approximate reading age via Word. The marking of basic skills in English should be focused, for example, on frequently misspelled words or a common error in punctuation.

1.3.8 All subjects should incorporate opportunities for self-assessment and peer- assessment within each scheme for learning.

SCHEMES FOR LEARNING

All Schemes for Learning should be written using the agreed format for MTPs and STPs which provides consistency across the Academy and supports the teaching and learning
All should have a set scheme in place maybe from examination board.

The Rural Enterprise Academy

In a good lesson:

Teachers:	Pupils:
Use MTP and STPs as the basis for the lesson	Demonstrate that they know where they are at in their learning journey
Use data to plan differentiated lessons which meet the needs of all pupils reflecting high expectations	Demonstrate that they know their next steps in order to make progress
Provide explicit learning intentions which are drawn from the relevant examination syllabus	Demonstrate an enthusiasm for learning and stay on task for the majority of the time
Structure and deliver the lesson to ensure pace, with regular checks on progress	Participate in pair/group work and independent learning, showing resilience and confidence
Demonstrate their well developed subject knowledge to enthuse and motivate	Respond to a range of questions
Use appropriate AfL strategies	Participate in appropriate AfL strategies
Devise activities which promote pair/group work, independent learning, resilience and confidence	Participate in reflection on written feedback
Ask questions that demand higher order thinking	Develop their reading, writing, communication and mathematical skills
Use a range of resources including new technologies	Demonstrate and be able to talk about the progress that they have made both during the lesson and in their current unit of work
Provide next steps verbal and written feedback which is up to date and linked to insecure areas and which informs future planning	Demonstrate completion of homework tasks
Ensure the effective development of other adults	Develop an understanding of the spiritual, moral, social, cultural themes
Develop the pupils' reading, writing, communication and mathematical skills	
Set appropriate homework	
Take account of spiritual, moral, social and cultural themes	

INDEPENDENT LEARNING

What is it?

Self-directed learning involves pupils taking the initiative in recognising learning requirements and undertaking activities to meet them. It leads to ownership of learning.

Purpose

- Post academy education depends largely on pupils being able to work independently
- Business leaders say that they need employees who are self-motivated and resourceful
- Independent Learning strategies encourage pupils to engage in the learning process actively
- They help pupils see the value in learning and become responsible, reflective and resilient pupils.

SUGGESTIONS FOR ENCOURAGING INDEPENDENT LEARNING:

- Involve pupils in planning a practical/activity, including the resources needed, timescale, perhaps even how the final outcome/success criteria will be created and how it will be assessed.
- Use the internet to provide activities for pupils to complete for homework to address an area they have identified as a weakness or an aspect of learning they wish to extend.
- Encourage pupils to seek out answers using secondary sources. This should help them to address learning objectives that are targeted to their ability or above.

Deciding the Learning Intention for the current lesson or the next lesson by:

- Giving them a model/article/extract and getting them to write down questions about it as part of a Connect/Consolidate activity
- Deciding on the Lesson Objectives for that lesson based on the questions being asked and as the teacher you can ensure you inform pupils of the appropriate levels of the objectives and can add some in to stretch pupils further where necessary.
- Ensure that success criteria are discussed with pupils and that there is a deep understanding of what success looks and sounds like. Wherever possible pupils should be integral in deciding success criteria.
- **60 seconds to prove** - Your pupils fully understand the theory of relativity, why industry locates where it does, how butterflies develop etc. Whatever it is, the pupils have to prepare a presentation of exactly 60 seconds to prove they really do know it. This is a challenge about content as well as structuring a talk that fits a certain timescale.
- **5-3-1** (Adapt to your own subject) - Ask pupils to write down five causes of erosion. Choose three that they think are the most important. For one of these, justify why it is such an important cause. You could extend this by asking pupils to exchange

information around the room and find people who strongly disagree with them.

- **Bring and Buy sale** - When you ask pupils for ideas or facts on a learning point ask for quantity in the first instance first and then get up and “mingle” around the room “bringing” and “buying” ideas with a target of at least doubling their original list. When they return to their seats they have to then work on selecting the quality ideas from their huge list.

Would it be possible to.....

Give pupils a topic such as the digestive system and ask them what would be the most unbelievable way in which they could demonstrate their learning on this topic. Encourage them then to come up with more reasons why it could happen rather than why it couldn't. This leads to them having to use a range of skills to negotiate, create and then demonstrate their learning. Caution, it could lead to the learning needing to take place somewhere other than the normal classroom, e.g. geography on the field (where it probably should be anyway).

Just a minute

Put pupils into pairs and give them a relevant topic. They have to see how long they can talk relevantly on that subject. Give pupils rehearsal time first before they perform to others. This can be peer-assessed.

Arrest me!

Tell pupils they have just been arrested and charged with being an outstanding pupil of (maths). What five bits of evidence would the prosecutor use to convict them? If there is not enough evidence, set them a challenge to accumulate enough evidence by the next “court case” in four weeks time. See if there's a difference in how they work.

Pupils decide their own homework task

Pupils use the Learning Intention and success criteria from the lesson to write their own homework task. Pupils can also decide the format of how they will present their homework. They also decide the deadline for the homework.

Use the AfL wall in the meeting room and pledge to try; add to the wall with new ideas.

Quality Assurance

Quality assurance of teaching and learning will take place in a variety of ways throughout the academic year.

QA - Lesson Observations

All teachers are observed several times a year for QA and Performance Review purposes. Lessons are observed by the Principal and or the Vice principal and feedback is given to the teacher.

Key outcomes from QA activities are fed back to staff and are used as evidence for Ofsted, to inform Academy self-review and improvement planning and to influence CPD.

CPD

CPD is one of the crucial elements leading to improvements in Teaching and Learning. The most effective CPD is when staff share their own good practice with others. Staff other than teachers can participate in this CPD, such as cover supervisors/teaching assistants

Examples of CPD

- Differentiation
- Visible Learning
- Assessment for Learning
- Data and Progress
- Teaching and Learning Updates
- Reading and Communication

The Academy is committed to providing high quality CPD in teaching and learning to all staff. This will happen in a variety of ways, such as:

- Whole Academy training
- Workshop or carousel activities where teachers share their ideas and good practice with small groups of other teachers
- Peer observations
- Coaching
- On a weekly basis all staff attend staff development meetings where teaching and learning is always an integral part of the meeting and on a regular basis includes bite size CPD sessions.

Work scrutiny

Work scrutiny takes place to monitor the quality, consistency and frequency of marking of pupils' work. Particular attention is given to the type and helpfulness of the feedback that is given and whether pupils are acting upon the feedback to improve their work. Where exemplary practice is found, material is collected for CPD. The scrutiny follows a predetermined cycle and each teacher is provided with an outcome sheet following scrutiny.

Learning Walks

Learning Walks take place throughout the year by the Principal and Assistant Principal Lessons are visited for approximately 10 minutes.

Increasingly we would like CPD to become personalised to individual staff needs. We ask staff to identify aspects of their teaching that they need or would like to develop further and we will endeavour to formulate a CPD programme that will address those needs.

Sharing good practice amongst staff will remain at the heart of CPD and we invite all staff to identify aspects of strength or expertise in their own teaching that they can share with others.

We support our staff to meet Performance Review targets with internal and external training provided, after an audit of requirements in October.