

The Rural Enterprise Academy



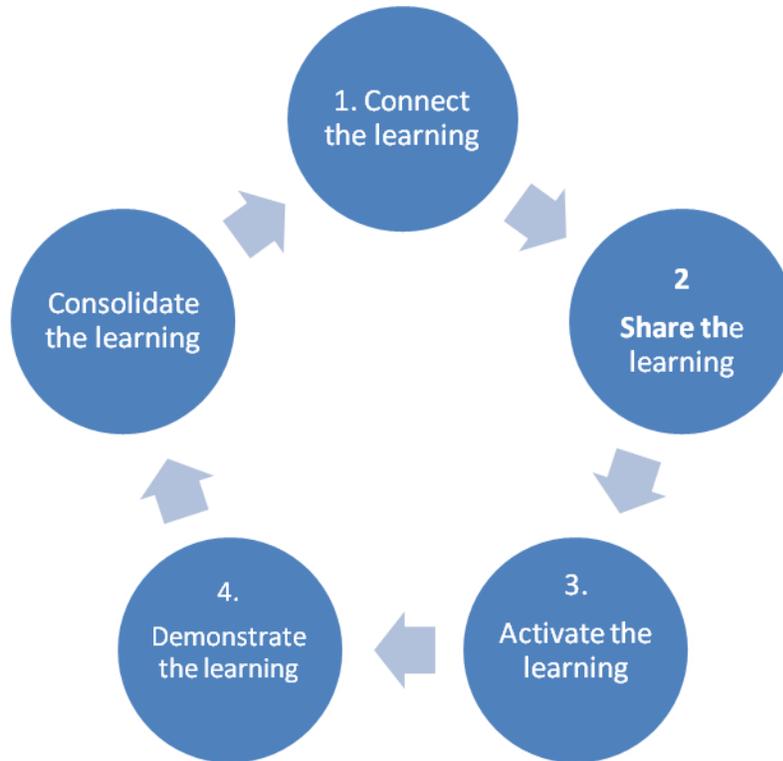
Teaching and Learning Policy

Approved by Governors: **July 2017**

Review Period: **3 years**

Review by: **July 2020**

ACCELERATED LEARNING CYCLE



At The Rural enterprise Academy we plan and deliver all of our lessons using the Accelerated Learning Cycle. The Accelerated Learning Cycle is the instrument which leads to consistency in teaching and learning and planning; using the Accelerated Learning Cycle drives pupils' progress.

The Accelerated Learning Cycle helps to focus on, not just what pupils are going to learn, but how and why they are going to learn. It helps us to plan how we're going to engage and involve the pupils in their learning.

The **Connection phase** is more than just a starter. It is a phase of the lesson where the activity connects with prior learning or is a fascinator linking with the new learning. This phase also incorporates the sharing of the learning where the big picture learning objectives and learning outcomes in the form of success criteria are shared and discussed with the pupils.

The **Activation phase** is where the new learning takes place. This can be where pupils are given problem-solving challenges, research to undertake in groups, where new information is presented or new skills are practised.

The **Demonstration phase** is the part of the lesson where pupils are given the opportunity to show off their new learning and therefore demonstrate the progress they have made.

The **Consolidation phase** is where pupils can actively reflect on their learning and the ways they have learnt. It allows them to seek transfers between their new learning and other aspects of previous or future learning. It is an opportunity to promote strategies to help pupils remember their learning. It is at this stage that progress matched against the clearly defined success criteria is measured, There is also opportunity in this phase to preview the next learning.

Here are just a few ideas of the types of approaches or activities that are appropriate for each phase of the Accelerated Learning Cycle lesson.

Stage	Appropriate approaches/activities
Connect	Remember what you did last time Do an activity on the board Anticipate what is to come Work out a quick puzzle Watch a short video Say what you already know
Share	Think about what you will do Plan how you will learn Think about how you will benefit
Activate	Get new information Ask questions Research Work on a problem Use a search engine Listen to each other

Demonstrate	Work in groups Make a presentation Write out answers Make suggestions Make changes Mark your work Mark someone else's work Demonstrate a solution
Consolidate	Summarise what you learned Think about how you will use what you learned Go over your outcomes Write down homework

Assessment for Learning

A CLASSROOM GUIDE

Assessment for Learning (formative assessment) (AfL) is the process whereby teachers and pupils work together to identify the next steps for the pupil to take, and the most effective strategies to use. It should be used to complement summative assessments which demonstrate what has already been learned.

The Characteristics of AfL in the Classroom

See appendix 1

1. Set Learning Objectives and learning outcomes; determining outcomes as differentiated success criteria

The objective specifies what the pupil will learn and the outcome specifies what they will have produced in order to demonstrate that the objective has been achieved.

For example:

Learning Objective - To improve explanatory writing

Learning Outcome - To write a comparison of three islands which explains which one you would prefer to visit (The success criteria which should always be shared and discussed with the class will provide clarity of expectation and levels of success and should normally be differentiated and linked to target grades)

Methods of communication include displaying on the white board (use different colours for objective 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.

3. Provide oral 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 objectives/outcome/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.

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

This will involve:

- focusing on the learning objectives 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
- 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

This aspect of AfL 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
- Final products in practical subjects
- 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 curricular targets.

- Using curricular targets, linked to target grades, as part of the written feedback to indicate next steps
- 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.

AfL:

Is part of effective teaching	Focuses on how pupil's learn	Is central to classroom practice
Develops capacity for self (and peer) assessment	Recognizes all educational achievement	Is a key professional skill
Helps pupils know how to improve	Promotes understanding of goals and criteria	Is sensitive, constructive and fosters motivation

Assessment

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.

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.

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:

2.4.1 Be integral to the planning and delivery of lessons and not always derived from formal testing

2.4.2 Be used to inform planning and teaching

- 2.4.3 Be used to inform the future learning of pupils by telling them what they need to do to make progress
- 2.4.4 Be regularly carried out
- 2.4.5 Be based on an agreed and consistent approach
- 2.4.6 Be reported in terms of internal (TREA bands for year 9) and external levels and grades (Year 10 and 11)
- 2.4.7 Be used to track progress against expectations
- 2.4.8 Be understandable to pupils - so there must be common features across the Academy
- 2.4.9 Be something that pupils enter into: self-assessment and peer assessment

Subject Guidelines for Assessment

3.1 It is the responsibility of the lead teacher for each subject to devise an appropriate assessment policy for their subject in line with Academy policy and guidelines. 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 assessment using the standard planning pro-formas. Each teacher should provide relevant syllabus information, a progress question for the lesson and a clear statement of when summative assessments will take place within each unit. The teacher should provide guidelines for the formative assessment to be used each lesson and a detailed account of any summative assessments which are linked to course criteria.

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.

3.4.1 All teachers should follow the procedure for issuing challenging targets to pupils and ensuring that they are updated as necessary. Targets are always set in collaboration with the Assistant Principal who is responsible for all data analysis and the setting of appropriate targets.

3.4.2 Challenging targets should be issued to pupils no later than the end of the first month of the autumn term.

3.4.3 If a pupil is close to or has already reached their challenging target, the member of staff should amend the target as appropriate; again in collaboration with the Assistant principal.

3.4.4 Academy targets may not be reduced.

3.4.5 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.

3.5 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

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

4.2 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. The Academy will offer guided HW sessions when possible where specialist help will be available. Our aims for the pupils are as follows:

- 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 record every homework in their planners as soon as it is set, noting the date for completion.
- 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 HW

Homework Timetable

A homework timetable will be issued to all pupils. Due to the nature of the timetable it will not be specific but will be a guideline as to how much should be completed each week in each subject. Pupils should also see that packing their bags and checking that they have the correct equipment for the next day is part of their development of organisational skills.

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

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.
- 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 differentiated learning objectives 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 The differentiated learning outcomes or success criteria of 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 learning outcomes. In the marking of work from pupils with SNs, marking should focus on the key areas for the individual. All subjects should also contribute to the "stretch" required by Gifted and Talented pupils, and marking should reflect this.

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

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.

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. Common practice is shown below:

- Incorrect subject-specific spellings should be indicated and the correct spelling written in the margin or above the misspelled word. It is essential that pupils are provided with the correct terminology.
- Capital letters which have been omitted from the pupil's writing should be added to indicate proper nouns and titles.
- Sentences should be accurately punctuated through the insertion of a capital letter and full stop where these have been omitted by the pupil.
- The need for a new paragraph should be indicated by // in the text at the appropriate point.

The following Numeracy skills should be employed consistently:

- Each axis should be correctly labeled when constructing charts and graphs.
- Numerical answers should be given to the appropriate degree of accuracy.
- The correct units of measurement should be included, as appropriate, in numerical answers.
- The use of estimation should be encouraged as a guide to calculating answers.
- The use and application of known facts should be encouraged to help solve numerical problems.

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

1.3.9 Marking should enable pupils to understand their current working band/level/grade. The Academy marking notation can be found in the marking guidelines issued to staff.

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

priorities of the Accelerated Learning Cycle, Assessment for Learning and differentiation.

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In a good lesson:

Teachers:

- Use MTP and STPs as the basis for the lesson
- Use data to plan differentiated lessons which meet the needs of all pupils reflecting high expectations
- Provide explicit learning objectives which are drawn from the relevant examination syllabus
- Structure and deliver the lesson using the ALC to ensure pace
- Demonstrate their well developed subject knowledge to enthuse and motivate
- Use appropriate AfL strategies
- Devise activities which promote pair/group work, independent learning, resilience and confidence
- Ask questions that demand higher order thinking
- Use a range of resources including new technologies
- Provide next steps oral and written feedback which is up to date and linked to pupils' targets and which informs future planning
- Ensure the effective development of other adults
- Develop the pupils' reading, writing, communication and mathematical skills
- Set appropriate, regular HW
- Take account of spiritual, moral, social and cultural themes

Pupils:

- Demonstrate that they know their challenging target grades and where they are now in terms of achieving that grade
- Demonstrate that they know their next steps in order to make progress
- Demonstrate an enthusiasm for learning and stay on task for the majority of the time
- Participate in pair/group work and independent learning, showing resilience and confidence
- Respond to a range of questions
- Participate in appropriate AfL strategies
- Participate in reflection on written feedback
- Develop their reading, writing, communication and mathematical skills
- Demonstrate and be able to talk about the progress that they have made both during the lesson and in their current unit of work
- Demonstrate completion of HW tasks
- Demonstrate an understanding of the spiritual, moral, social, 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 Lesson Objectives 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 objectives 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
- 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 pre-determined 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. Visits are rag rated.

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.