

Avenor Teaching and Learning Policy

For school year 2018-2019

Date of approval: 31.05.2018

1. Purpose

This policy is intended to guide all staff involved in teaching and learning. It is a working document and can be changed and adapted to suit the demands of the curriculum and assessment frameworks.

This teaching and learning policy outlines how we will work to ensure that provision in our school meets the BSO criteria for at least **“Good with outstanding features”**.

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3. Our teaching

Through CPD and meetings, all teaching staff will know the characteristics of good and outstanding lessons. All teachers will work to ensure that our teaching is good and that we are each able to produce examples of outstanding teaching.

We expect all teachers to have high expectations of all students and to communicate these expectations clearly to students.

4. Pupil progress

We monitor students accurately (with moderated judgements) every month as interim and every term as summative and report progress to students and parents and we are careful to ensure that students in Avenor are making good progress. We monitor and respond to the progress of all groups of students including those with SEND.

5. Eight core elements of Avenor provision

Avenor teachers:

Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, by using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

6. Expectations for All Lessons:

Wherever possible, it is an expectation that teachers should be ready at the door to greet all students before they arrive.

The following should clearly be displayed on the board to affect an immediate and purposeful start to lessons:

- Lesson Objectives
- Settler / Starter Activity (with extension, if appropriate)

Throughout the lesson:

- It is important that tasks are displayed on the board with success criteria (if appropriate)

Within the classroom, the following should be accurately displayed:

- Class seating plans;
- Date;
- Behaviour for Learning System;
- It is expected, when teachers have their own classroom, that classroom displays will promote the expectations for student behaviour and achievement, alongside appropriate literacy / AFL/BfL tools.

N.B these expectations remain in force even when the usual class teacher is absent.

7. Good Teaching Practice

As well as all of the above, the following are key ingredients in good and outstanding teaching. It is expected that all planning for lessons will include the following ingredients and that they will be made evident to students.

- Setting of clear objectives and success criteria
- Use resources effectively
- Implement differentiation
- Variety and challenge of questioning styles
- All children are given opportunities to think, listen and explain
- All work is assessed
- Previous learning is built upon
- Pace of lesson is appropriate and challenging
- Teaching assistants are used to good effect
- Positive behaviour is encouraged.

8. Good Classroom Practice - advice on a common framework

It is essentially a summary of good general practice. The term “classroom” is used in a loose sense and refers to any space where teaching is happening. The general principles, however, remain the same.

a. A good start:

- Be at your room on time, if possible before the students arrive. Do not leave them standing outside.
- Establish good order straight away. Have routines for putting bags, coats, etc. away, having books out ready to start. There should be an established routine where there is something on the board for the students to do as they come in.
- Recap on the last lesson.
- State the learning objectives for the lesson, i.e. tell the class what they are going to do and what you hope they will learn. Tell the class what they will be expected to achieve in the lesson.

b. Create a positive classroom climate:

- Catch them being good!
- Three positives comments to every negative one.
- Emphasise the required behaviour, “Look at me. Thank you.” is better than “Stop looking out of the window.”
- Give regular feedback to students about their work and behaviour. Remember that you can enter **rewards** through Engage/MIS.
- **Use the assumptive close**, “Thank you” rather than “Please”.

c. Dealing with misbehaviour:

- Criticise the behaviour, not the student.
- Try to use hand signals that do not interrupt the flow of the lesson.
- Use private, rather than public, reprimands. It is less disruptive to the lesson and less likely to provoke an aggressive response.
- Use rule statements as reprimands. “We put up our hands before speaking”.
- Be consistent. Students will resent a reprimand if they feel it is for the sort of behaviour that you do not normally reprimand, or if others have not been reprimanded for similar behaviour.
- Do not make empty threats. You will soon lose credibility if you fail to carry through a consequence or if your threat is clearly improbable – ‘If you don’t stop looking out of that window, I’ll throw you out of it!’ (Unless the threat is clearly meant to be humorous!).
- Avoid punishing the whole class. Phrases like “Too many people are.....” are better than “Everybody is” If behaviour has become widespread in the class, it may be useful to consider why that might be.
- If behaviour is widespread, it is useful to address your reprimands to individuals – “John, I have asked you all to be quiet.” is generally more effective than “Will you all shut up!”

Be firm but fair:

- Do your best to ensure that the student reprimanded has instigated or engaged in the behaviour. Be careful about reprimanding a student reacting to another’s provocation.
- Reprimands should be clear and firm in tone and content, e.g. “I want you to look this way and pay attention. Thank you.” Avoid pleading or bargaining, e.g. “At least keep quiet for the last ten minutes.”

d. Preventing misbehaviour:

- Circulate around the room as often as is practical.
- Try speaking from the back or side of the room.
- Use personal contact to stretch or encourage students – “Good, let’s see if you can get onto number seven before the end of the lesson.”
- Scan the classroom. Regularly cast your eyes around the room. Is everybody on task? Simply moving towards a student is sometimes enough to re-direct them toward their work.

- Make eye contact, use privately understood signals – a shake of the head, finger to mouth, etc. Let the student know that the behaviour has been observed.
- Target your questions. Direct your questions to involve as many students as possible. Sometimes, simply directing a question at a particular student is enough to get them back on task.
- Change the activity or pace of the lesson. Lessons that are too slow or are boring are much more likely to generate misbehaviour.
- Use proximity. Moving near to students who you suspect of misbehaviour or talking will indicate your awareness of the behaviour without disrupting the lesson.
- Pick up on small off-task behaviour: making eye contact, a stern look, a short pause in your speaking will all indicate your displeasure without interrupting the flow of the lesson. If off-task behaviour is ignored, it will become more frequent or develop into more serious misbehaviour.

e. Use the School's Behaviour Policy:

f. An orderly dismissal:

- Finish teaching in plenty of time so that you can pack away properly, check for missing items, etc.
- Recap on the lesson. What have they learned today?
- Establish a routine for the orderly dismissal of the class from the room. Your end to the lesson may be setting the mood for the beginning of someone else's.

9. Literacy across the Curriculum

Language is the prime medium through which students learn and express themselves across the curriculum therefore all of us have a stake in effective literacy. We shall have the **highest expectations** with regards to developing the literacy skills of our learners in all subjects through Romanian and/or English.

10. Numeracy across the Curriculum

A current definition of numeracy: Numeracy is a proficiency which is developed mainly in mathematics but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data is gathered by counting and measuring, and presented in graphs, diagrams, charts, and tables.

Aspects of Numeracy and the best ways to suit it to your curriculum area:

ART – Symmetry; use of paint mixing as a ratio context

ENGLISH – comparison of 2 data sets on word and sentence length

GEOGRAPHY – representing data, use of Spreadsheets

HISTORY – timelines, sequencing events

ICT – representing data; considered use of graphs not just pretty ones!

MFL – Dates, sequences and counting in other languages; use of basic graphs and surveys to practise foreign language vocabulary and reinforce interpretation of data

MUSIC – addition of fractions

PHYSICAL EDUCATION – collection of real data for processing in Maths

SCIENCE – calculating with formulae, 3 way relationships

- Ensure that you have **clearly identified the ability with regards to numeracy of students** in your classes. This means **understanding if a child is being hindered** in your subject because of their numeracy skills.
- Ensure that you include **key words** and specific referencing that will **support numeracy and learning** in your area.

11. Homework Learning Guidelines

Planner Use:

Students are expected to have their planner with them in every lesson. If a child fails to produce the planner in their lesson, their Form Tutor will ensure that the child is equipped with a new diary and will sanction if necessary.

Purpose of Homework:

Home learning will be meaningful and should aim to enhance independent learning skills. It will extend the learning opportunities achieved within school.

The emphasis is placed on students having the necessary organisational skills to complete home learning effectively.

Parents:

Parents are essential in supporting students with their learning at home. Parents can also assist by ensuring home learning tasks are recorded in the school diary and by checking that students have completed it. You are asked to sign / comment in the diary every week and this is checked by the Form Tutor.

In Middle School:

In English, home learning tasks will be set once a week.

In Mathematics, home learning tasks will be set every other lesson.

In Science, there will be one written and one reading piece of work each week.

In other subject areas, homework will be set in accordance with needs and be planned as part of the subject curriculum.

At Key Stage 4

As much emphasis is placed on coursework in many subject areas, it is likely that homework will often be coursework based. There will also be homework to prepare for assessments and external tests. Frequency of homework is likely to be greater in all subject areas.

Types of Homework

- Electronic • Research • Worksheet • Booklet • Coursework • Discussion with Parents
- Exam Paper • Reading • Internet based • Spelling • Project Based • Personal Reflection
- Revision • Recap (using study cards) • ICT based • Written

Homework will be given out as a planned purposeful exercise during the lesson or as part of the plenary to a lesson.

In the event of a specific planned homework not being set due to unforeseen circumstances, students are expected to review/revise or read around a topic they are currently studying.

All homework will be recorded in the student's school diary including the deadline for completion/date to be handed in. This is the responsibility of students.

Homework will be marked soon after it is handed in and students will be given feedback as a

- a) Motivational tool
- b) Means of recording and sharing personal progress

Work should be annotated to help students move forward with clear targets for improvement.

Consequences of failure to hand in homework by an agreed deadline will result in a sanction:

- recorded on Engage/MIS as a negative incident / discussion with class teacher;
- Continual repeated failure, e.g. (x3) = a standard letter will be sent home and a sanction will be given;
- Further continued failure to complete homework = Meeting with parents; Homework contract / department detention

We all accept that homework supports work in class and enables students to develop skills and subject knowledge. The importance of regular, relevant homework should be valued by all partners (Home/school/student).

SLT will:

Regularly review the school's Homework Policy;

Monitor the effectiveness and implementations of policy;

Carry out spot checks of student's planners against their timetabled lessons to ensure that homework is being set in accordance with this policy and the needs of the individual pupil.

Form Tutors will:

Monitor parents signing of planners;

Monitor homework is set and completed;

Sign planners each week;

Take an interest in / monitor progress.

Subject Leaders will:

Monitor and support the appropriate setting of homework and marking;

Carry out regular reviews of pupil's workbooks to ensure that homework is set and completed;

Deal appropriately with student non-compliance and keep Key Stage coordinators informed.

All Staff will:

Give positive messages about the value of homework;

- Provide appropriate homework;
- Provide homework in accordance with homework timetables;
- Mark homework regularly and appropriately;
- Deal with non-compliance immediately in line with school policy;
- Reward good homework appropriately;
- Ensure that students record homework in their diaries;
- Advise students to complete homework on time and to an appropriate standard.

12. Academic interventions

“Introduction: *Our agenda promotes the achievement of successful outcomes for students in terms of progress in Key Stages and outcomes in line with at least Global Average at Key Stage 4 and 5. BSO standards indicate that in outstanding schools:*

- *Taking account of their starting points, the proportion of students making and exceeding expected progress is high compared with global and/or national figures.*
- *The standards of attainment of almost all groups of students are likely to be at least above global/national averages with most students attaining above this, where standards of attainment of any group of students are below those of all globally/nationally, but the gap is closing rapidly, may be deemed outstanding.*
- *Students make rapid and sustained progress across many subjects, including Romanian, English and mathematics, and learn exceptionally well.*

Teaching must:

- *Set high expectations which inspire, motivate and challenge students.*
- *Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.*
- *Promote good progress and outcomes by students and be accountable for students’ attainment and outcomes.”*

Teacher’s standards May 2012

Our Provision

- Avenor sets targets for each student to provide challenge to them, whilst allowing the school to work towards improved outcomes for all.
- All students are allocated targets upon entry to the school. These are generally based on prior achievement, attainment and internal baselining assessments.
- Progress towards these targets is monitored by classroom teacher and department in the first instance and also half-termly across the school.
- Students who begin to fall significantly behind may be referred for formal interventions. The priority is progress in Romanian, English and Mathematics. This provision aims to compliment the student’s current learning programme. Once referred to this provision, students are prioritised and taught in smaller

groups, or given extra work or other interventions to facilitate accelerating progress. Success within the provision is assessed against work and outcomes achieved back in normal lessons and through external examinations.

Key stage 3

Students on track to make two levels of progress in English, Mathematics and Science

Key stage 4

Students on track to achieve 5A*- C including English and Mathematics and making three levels of progress.

13. Lesson Observation

Why have lesson observation?

It is school policy that lesson observations take place;

They help maintain an environment of continual improvement;

They enable teachers to share good practice;

They contribute greatly to the school evaluation framework which helps the school to prepare for inspection under the BSO Framework;

They allow SLT/LLT to monitor the impact of 'teaching and learning' and interventions;

They form a significant part of the performance management of all staff.

Who should be observed?

All teaching staff;

Backup supervisors;

Teaching Assistants.

Arranging the performance management lesson observation:

Where staff are in more than one department, there will be negotiation about which subject is to be observed.

Staff can negotiate with their performance manager, a mutually convenient time and lesson that they would like to be observed.

All observations will use the same format.

All those responsible for Performance Management must have received training and had their judgements moderated in term 1 (to ensure consistency of practice throughout the school) prior to arranging any performance management observations.

If judgements have not yet been moderated and agreed, the performance management observation must be a paired observation with a member of SLT / LLT

How should lesson observations take place?

The formal observation that contributes to an individual's performance management takes place by negotiation, whenever it is convenient to both the observer and the individual being observed.

Unless otherwise stated, this observation should take place in term two of the academic year.

The agreed whole school pro forma document should be used for all observations of all teaching staff.

Feedback must be given within 48 hours and should be a private meeting between the observer and the individual who has been observed.

The observer should check pupil's work, books, assessments, and the teacher's marking to make an accurate judgement.

An Ofsted Grading may be given and recorded.

Lesson observation grades contribute to the final grade that the school puts forward to SLT for inclusion in the evaluation form.

Documentation to present to the performance manager:

Copies of lesson plans (or a print out of the lesson PowerPoint slides) and associated worksheets used should be available.

It would be prudent to highlight extension tasks; differentiation used; literacy opportunities; numeracy opportunities; communication opportunities; AfL & BfL strategies; independent learning and cooperative learning.

A record book / data sheet should also be available with current marks and grades.

Grading

Judgement will use a four point OFSTED scale.

Judgement will be disclosed to staff and Line Managers.

They are summarised anonymously in the SDP / SEF.

Other Observation:

- Learning Walks;
- Some external observations may take place to help release pressure on subject leaders and also to assure accuracy of grading and to moderate grading;
- SLT observations will be on an ad hoc basis dependant on diary and timetable constraints.

14. Learning Walks

The purpose of any learning walk is to:

Train performance managers and moderate teaching and learning judgements;

Help SLT to reach informed and up-to-date judgements in relation to pupil progress and teaching and learning;

Allow teachers an opportunity to be coached and supported in the development of their practice;

Inform the Director of Teaching & Learning of immediate and long-term training needs so that staff training is appropriate and purposeful.

Frequency & notice of learning walks:

Learning walks will be in the calendar from the start of the academic year, and will take place once every half-term;

The focus of the learning walk will be given prior to the walks and will be sent out by email. It will also be formally written in the staff bulletin;

There will be no formal notice given of learning walks, other than as stated above;

There are two learning walks each term so that improvements can be judged and the results can inform training schedules.

How Learning Walks should be carried out:

Prior to learning walks beginning, a lead should be appointed;

All those taking part in the learning walk should be invited to meet to ensure that the focus of the learning walk is clear for all observers;

A plan should be made of which classes will be targeted and what the focus of the learning walk will be;

The focus for every learning walk will always be progress and two other factors chosen from the school observation document;

Feedback from learning walks will be recorded, in note form only. This feedback is designed to promote conversation and to help observers offer feedback to individuals;

At the close of every learning walk, those observing should meet to discuss judgements, training needs and further action required;

Each observer must provide an opportunity for teachers (who would like feedback) to receive this verbally and informally; as a coaching and development exercise;

The lead practitioner should provide a whole school report of teaching and learning and ensure that there is a 'faculty specific' report for each faculty leader, which states areas of positive practice and areas for development.

15. Planning and Workbook Scrutiny

Introduction

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Teachers' Standards May 2012

Planning and delivery of high quality lessons are essential components of an outstanding lesson and ensure students achieve good outcomes.

Workbook scrutiny is used within school to 'quality assure' and inform both faculty and personal development plans. Scrutiny undertaken is shared with faculties and discussed at line meetings alongside other documentation relating to learning and teaching.

16. Guidance For Effective Differentiation

Differentiation can be achieved by employing a combination of simple but effective strategies. Differentiation does not mean providing different work for everyone but, instead, refers to the utilisation of a whole variety of resources, teaching and learning styles, classroom activities and support materials.

Teachers are expected to evidence that they have catered for the needs of all groups of students and demonstrate that they are aware of the needs of all groups of students. The groups listed by Ofsted are:

- boys
- girls
- groups of students whose prior attainment may be different from that of other groups
- those who are academically more able
- students for whom English is an additional language
- minority ethnic students
- Gypsy, Roma and traveller children
- looked after children
- students known to be eligible for free school meals
- lesbian, gay and bisexual students
- transsexual students
- young carers
- students from low-income backgrounds
- other vulnerable groups.

Other students are described as "Mainstream" and it is important that you also take account of their needs.

There will be regular training as part of a range of strategies to ensure that all students make the expected and above average performance that we strive for.

Some Strategies for differentiation:

Make sure that exercise books are marked regularly and effectively, the best and effective differentiation is constructive marking. Effective marking is personalised and differentiated as children are given feedback, praise and targets specific to their needs. Marking will also inform what you plan for subsequent lessons.

Always establish what students know about the content of the specific lesson that you are teaching.

Differentiation with Learning Objectives: Using words and ideas from Blooms Taxonomy is a very helpful way of writing differentiated Learning Objectives. Using a Traffic Light system is also helpful for students, as are the words 'some, most and all'.

The differentiation of targeted questions is essential.

Using your own knowledge of students and by "working the room", you should aim to target students who may struggle, coast or excel. This is obviously good for 'behaviour for learning', too.

Ensure that you deploy your Teaching Assistants carefully and suitably and allude to this in your lesson plan.

Use other students to differentiate for each other. There is no better way to learn than to teach. This can be done in paired and group work and with the use of "talking partners" / "help partners" at various points. Peer assessment is also an effective differentiation tool - as long as students are taught how to peer-assess and have success criteria to work with to ensure that these activities are beneficial to all.

Seating Plans are essential to differentiation. You can pair your students so that the more able can help the less able during paired tasks "The guide on the side" and, if you do not have your room set up to teach in groups of 4, aim to devise your seating plan so that students can simply turn around in their chairs to form a group that you pre-plan.

Effective grouping and structure in a classroom is essential for differentiation:

There are several options for grouping children to maximise the use of differentiation:

- have "work groups" including students of a similar ability;
- have mixed "friendship" groups (often a mixture of the more and less able can be useful at times);
- Change your groupings according to the requirement of the task and how you want the students to work together;
- Label your groups "business" and "pleasure" or "home" and "away", so the students know immediately who they need to work with.

17. Using Teaching Assistants (TAs) in Class

The role of a TA varies from department to department. Some TAs may work supporting an individual, or they may be assigned to a group of students. Teaching Assistants are assigned to classes and the Key Stage Coordinator devises their timetable. If you feel that the learning needs of an individual / individuals in your class require support, you should make your Key Stage Coordinator aware of this so that potential changes to the TA's timetable can be timely and appropriate.

The following are guidelines to good practice when working with a TA:

- Treat all TAs as a joint facilitator to the learning in your lesson.

- Ensure that planning is shared with the Teaching Assistant assigned for your class, so that they are able to support the learning and, when they are assigned to an individual, may adapt any resources to suit the needs of their pupil.
- Ensure that Teaching Assistants are treated with the same respect and are as valued as you are in the classroom.

Make sure that you know exactly why the teaching assistant is in the classroom. Is he/she there to support one or two students or is he/she there to provide more general support? Ascertain exactly what type of support he/she will be offering the pupil(s). The following advice could cover a range of scenarios. Depending upon their specific remit, you could use your TA in the following ways:

- ask him/her to read through the teaching resources prior to the lesson;
- scribe on the board while you are talking to the class;
- act as timer and/or point scorer when you are running quizzes;
- check and sign the school planner;
- use an observation checklist to monitor his/her pupil's participation;
- help students to use the learning resources and equipment;
- ensure that students fully understand instructions;
- encourage pupil participation by using the prompts and questions issued by the teacher;
- rehearse answers with students ready for any plenary session / AFL;
- remind students of set targets and help them to assess their own progress;
- work with small groups and/or individual students;
- extend and support the 'more able' students in the class.

Raise the status of your teaching assistant by ensuring that your students understand that you and your teaching assistant will be working as a team. It is important for you to show the students a united front and that you will not tolerate rudeness or lack of cooperation towards your colleague.

- Ensure that your teaching assistant knows of your classroom expectations, rules and routines, as well as the rationale behind them;
- Clarify what you expect of your teaching assistant as far as disciplining the students is concerned. Ascertain which sanctions and rewards you are happy for him/her to use;
- Try to meet with your teaching assistant on a regular basis to evaluate your professional relationship and its effect on the students' learning.

18. Data-Led Planning

It is whole school agreed practice that students will have access to their targets and progress levels to ensure that they are aware of areas for development and to enhance their performance.

There are several ways of doing this, all are acceptable:

- Targets and current progress are displayed prominently on pupil's workbooks;
- Achievement may be displayed on class walls;
- Students may be able to articulate progress verbally as it is routine practice in lessons and this will be supported by the breakdown of areas for development being displayed in class;
- Targets and progress may be consistently referred to in marking. However, it is expected that students will have engaged with this (please see whole school marking guidelines).

19. Using Engage/MIS to Track Data:

- Teachers are expected to assess and report (on Engage) students' progress every six weeks and have suitable evidence available that supports the assessment grade that is reported. Evidence will be checked by the SLT/LLT to ensure the rigour of assessment grades.
- Teachers should be seen to track the performance of a class and to have planned intervention in place for students in any group that may be underachieving.
- Lessons should be pitched with the assessment levels of all students in mind so that all students are continually stretched and challenged.

20. Gifted & Talented Students

Working with Gifted & Talented Students

"Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different."

Professor Deborah Eyre, 2001

Gifted and Talented ensures that the special needs of all learners are met as an entitlement, to do away with "one size fits all" schooling and to end the culture of "being seen to be clever is embarrassing". The particular focus was preventing underachievement and ensuring that all students have access to activities and teaching that appropriately challenges them.

Within the school's overall aims, objective and values, Gifted and Talented provision will:

- Ensure gifted and talented learners are identified and that teachers are made aware of them.
- Encourage departments to monitor the progress of gifted and talented learners individually, as a group and as part of the wider classroom teaching within their area.
- Hold a central register of gifted and talented learners to enable students to be appropriately targeted and monitored.
- Seek out external opportunities specially targeted for the development of higher order thinking and learning in learners displaying enthusiasm, perseverance, interest and effort who may be, but not exclusively, on the "Gifted and Talented" register.

Rationale:

The school aims to provide the best possible education to meet the individual needs of all learners and to help them develop to their full potential. Learners who have demonstrated high achievement, and whose previous assessments indicate possible future high achievement should be recognised by the school and supported in their development, within and outside of the classroom.

Definition:

"Gifted and Talented" refers to learners whose current or previously measured levels of performance (from such sources as cognitive ability tests / baseline data, etc.) surpass those of their peers.

In line with current research, for example from Carol Dweck and Guy Claxton, this term is not intended to be seen as a mark of innate ability or an indication of “potential” which separates and/or limits the possible learning of all. We should recognise that “Being *smart* (intelligent) is as much a matter of determination and self-discipline as it is of intellect”.

(Guy Claxton 2008)

Identification:

Learners are identified as gifted and talented by a variety of methods, both quantitative and qualitative:

- Teacher nomination;
- Transfer school nomination;
- Standardised, national test and assessment scores/levels: CATs scores of 129 in any one battery, high checkpoint/NE levels;
- Subject specific data e.g. Maths Olympiads.

Identification processes are on-going to allow entry to the cohort at any point.

They will also seek to identify “late bloomers” to join the register. A review of the register takes place annually in the autumn term.

Provision:

In addition to their full entitlement to the Avenor Curriculum, learners identified on the register and informally within the classroom will be given access to curriculum extension and enrichment within and outside the curriculum. An effective classroom environment will deliver pace, breadth and depth in teaching and learning and challenge through differentiation by content, learning process and outcome.

The identified ‘gifted and talented’ will normally work within their peer cohort, but specific opportunities will be provided for them to allow extra challenges to take place. When appropriate, acceleration or fast-tracking will enable gifted students to take GCSE exams at the end of year 9 and then start their AS levels.

Extra-curricular provision for the more able is researched and offered through outreach activities, such as masterclasses, summer schools and challenge days, provided in-house and by local, regional and national educational institutions/NGO’s.

Training

Whole staff CPD will include provision for the gifted and talented cohort, often delivered in the form of Teaching and Learning training, but sometimes as a specifically focussed session on raising challenge.

Subject Coordinators are responsible for maintaining within their remit the level of knowledge, skills and understanding at an appropriate level of expertise and scholarship to teach the most able students. Teaching strategies for the ‘gifted and talented’ should be incorporated into schemes of work and lesson plans.

Co-ordination

SENCO will:

- Champion the special needs of more able learners.
- Support departments in further developing differentiated teaching, curriculum enrichment and extension and ensure that resources are provided to improve provision for G&T;
- Develop strategies to ensure that high achievement, effort and perseverance is valued and encouraged at individual, form group, year, and whole school levels

- Report regularly to the Director of Learning and LLT
- Provide CPD through induction for NQTs, Teachers undergoing Induction and curriculum leaders or their representatives
- Recommend extension and enrichment activities and opportunities

Monitoring, assessment and evaluation

The effectiveness of the school's provision for its G & T cohort is ultimately monitored by outcome in terms of value-added by academic results at NE, IGCSE and AS/A2 but also by motivation to ensure they achieve as well as they can; both in lessons and in extra-curricular activities.

21. Effective Marking and Feedback to Students

- Marking informs teacher planning and intervention.
- Marking informs students how to improve.
- Effective and regular marking is critical to student achievement and the development of independent learning skills.
- Marking and feedback should be consistent with the principles of Assessment for Learning (AfL)

We aim to establish a broad, consistent approach to the way in which students' work is marked so that students feel valued and have a clear understanding of how well they are doing.

Definitions and Practice:

Classwork – written work and other work completed within the time of the lesson.

Homework – written work or other directed to be completed outside of lesson time according to the home learning agreement. This is set regularly and consistently for all key stages.

End of Unit Assessments – common tasks for whole groups/cohort of students to particularly assess their understanding at the end of a unit. They are summative, judging student attainment and therefore progress made at a given point in time. They will inform school data monitoring and intervention by the department and whole school.

Self-assessment – students complete a piece of work being aware of the success criteria. They then mark their own work according to this criteria and are able to identify positive aspects and areas for development.

Peer assessment – students are organised in learning pairs within an environment of mutual respect. Using success criteria and marking schemes they mark each other's completed work and note positive aspects and areas for development.

Teacher assessment – formative assessment will vary according to departments. This could be a combination of light touch marking: ticks, numbers, traffic light system, two stars and a wish, stickers, initials, etc. and more detailed formative assessment which informs the teacher and student of learning progress and identifies targets to inform further progress.

Detailed formative assessment - It is expected that all teachers, of all subjects, will identify a finite number of key pieces of work for more in depth, formative marking several times during the course of the year. This should be done in books at least twice, every half-term.

These pieces of work will focus on the assessment of progress in relation to specific learning objectives or curricular targets. Success criteria will be shared with students and, at the end of the marking process, it should be clear to the student “what they have done well” and “what they need to do to improve”. Students will be informed at what level they are currently working and may be given a grade.

Attainment - Grades are not always necessary. They can be meaningless given the size/nature of the task and can distract from improvement grades. However, it is important for teachers, parents and students to know periodically how well the learning is going and what still needs to be done. Students need to be clear about what to do to progress from one level/grade to the next and equally should be clear about the expected progress they should be making through the key stage.

In order to support this process:

- Levels and grades as well as success criteria should be translated and shared with students using appropriate language.
- Key pieces of work will be awarded an attainment grade expressed in terms of an interim key stage level or grade.
- At the end of a unit, a formal assessment will take place and a key stage level or grade will be awarded.

Recording of marks - Teachers should record all marks and grades on Engage/MIS in accordance with the school calendar.

Colour of ink - Marking using a colour which contrasts with the student’s work is recommended.

Responsibilities:

Role of Deputy Director of Learning

- To ensure that the marking guidelines are implemented throughout the whole school.
- To ensure that good practice is shared through CPD opportunities.
- To ensure that students are aware of their progress and areas for improvement.
- To support Curriculum Leaders, where appropriate, in the implementation of the policy.
- To monitor and evaluate the impact of the marking policy.

Role of Curriculum Leaders

- To ensure that the marking guidelines are implemented across all teachers and students in the department.
- To monitor the quality and regularity of marking. It is entirely appropriate for Curriculum Leaders to use their own pro forma document to carry out marking checks. However, the school has provided a ‘Workbook Scrutiny’ form.
- To support individual teachers, where appropriate.
- To ensure that all students in the department are aware of their progress and areas for improvement.

Monitoring and Evaluation

- Curriculum Leaders through SEF process;
- SLT/LLT team through the department review process.