



Salterns Academy Trust

THE SALTERNS ACADEMY TRUST: TRAFALGAR SCHOOL

TEACHING, LEARNING & ASSESSMENT POLICY



Date Reviewed:	December 2020	Reviewed by:	C Copeland, Headteacher	Next review:	December 2021
Summary of changes made:	Use of chromebooks as part of our digital and blended learning offer. Equity of access for all to digital learning. Assessment and marking will continue if students are accessing their learning remotely.				

Article 28 – Right to education: *‘Young people should be encouraged to reach the highest level of education of which they are capable.’*

At Trafalgar School, teaching and learning is at the heart of everything that we do.

We believe passionately that every child has the right to an excellent learning experience. We strive to promote a love of learning, ensure successful outcomes and raise aspirations to prepare students for the wider world. A broad and balanced, personalised curriculum underpinned by our core school values ensures that no child is left behind as we support students in their development as well rounded, confident and respectful young people.

Aims:

- To raise aspirations and promote a love of learning
- To challenge all students by having the highest expectations of what they can achieve
- To develop and share best practice and effective strategies within our school community to continuously raise standards of teaching and learning
- To provide a safe and stimulating learning environment for all students.
- To continuously develop our digital learning offer through the use of chromebooks as an effective pedagogical resource in lessons and beyond to support student progress.

All students are entitled to:

- Thoroughly planned, chunked lessons which deepen learning and challenge all students appropriately to be successful
- Learning opportunities which enable them to apply their skills and knowledge to a range of situations
- Have opportunities for their work to be rewarded and celebrated to promote a sense of pride
- Learning opportunities which develop confidence and resilience
- Be enthused and excited by their learning and develop positive learning habits
- Regular, personalised feedback which enables them to reflect on their learning and make progress
- Experience regular and thorough assessment which enables them to confidently articulate their learning journey
- Home learning and revision support which is appropriate and enables them to be successful.

Our learning environment will:

- Promote a positive ethos underpinned by mutual respect and positive, professional relationships between teachers and students
- Encourage a growth mind-set attitude to learning and encourage creativity, problem solving and independence
- Ensure that all students can access the curriculum and are challenged to achieve above and beyond their full potential
- Set clear objectives and success criteria to ensure that all students understand the purpose of their learning and how to be successful.
- Incorporate the key skills of literacy, numeracy and IT and promote the transference of these skills.
- Ensure equitable access for all to digital learning.

Quality assurance of teaching and learning will ensure that:

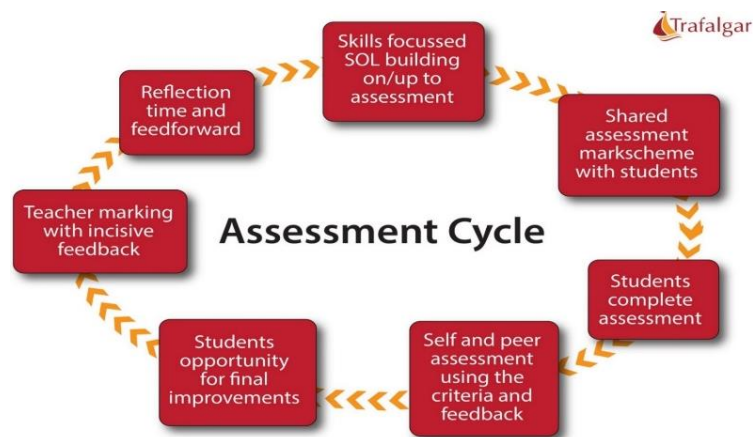
- Formal observations of lessons are completed three times during the academic year - *SLT & ML*
- Learning walks are regular and ensure opportunities to share best practice - *SLT & ML*
- Work scrutinies are regular and feedback is shared with teachers - *SLT & ML*
- Moderation is consistent, effective and in line with whole school policies to ensure accuracy of progress grades - *ML*
- A8 Teaching and Learning development plans are in place and effectively drive teaching and learning standards to continually improve - *ML*

Assessment: Assessment is an essential part of teaching and learning that enables us to evaluate and improve the quality of student learning. Rigorous assessment ensures that planning is specific for students and is tailored specifically to drive student outcomes higher.

Our Assessment calendar is in place to ensure that students are regularly assessed via formal landmark assessments and mock exams as well as regular in class assessment. These assessments are used to collect meaningful progress data on a termly basis which is then used to inform teachers planning and targeted student interventions. Dates for landmark assessments and progress data collection points are published at the start of the academic year both in our staff handbook and on the whole school calendar.

Assessment at Trafalgar School will:

- Assess the learning that has taken place for both individuals and groups of students
- Ensure that students are given feedback so that they can confidently articulate their learning journey and next steps for progress
- Ensure that all students meaningfully respond to feedback and act upon it to ensure progress is made
- Provide incisive targets for students to improve their knowledge, understanding and skills
- Challenge students to think for themselves and develop as independent learners
- Inform future lesson planning and necessary interventions
- Promote high standards of literacy and SMSC within the subject and across the curriculum
- Enable students to make excellent progress over time.



Marking & Feedback: At Trafalgar School we believe that providing high quality feedback that is constructive and timely is pivotal in raising standards and rapidly improving student outcomes. It ensures that learners are aware of their own progress and are able to articulate their next steps for learning.

We believe that whilst high quality marking & feedback must be consistent, a one size fits all approach does not best suit individual subjects in supporting the progress of learners. Therefore, each department within the school has a specific marking & feedback policy tailored to the specification and needs of the course, which enables learners the potential to make rapid progress in all subjects, **including when they are accessing their learning remotely.**

Marking & feedback at Trafalgar School will:

- Create a dialogue between students and adults
- Ensure consistency for students as they move through school
- Provide a powerful ongoing tool for tracking achievement and informing planning so that our staff are responsive practitioners
- Highlight areas of achievement and areas for development to both students and teachers which will help to inform future planning
- Raise achievement of students by providing them with regular, thorough and diagnostic feedback about their work
- Allow students to respond to their feedback, using it to move them forward and make progress
- Ensure that students receive high quality feedback that enables them to progress, as a minimum, every three weeks for non-core and two weeks for core subjects
- Link clearly to and support our Assessment Cycle