Codsall Community High School
Teaching, Learning and Assessment Policy

Introduction and Aims:

At Codsall Community High School, we are committed to offering students **high quality learning experiences** that are challenging and enjoyable, preparing them for life beyond. Staff make robust, evidence-informed decisions to ensure that improvement is made within the key components of a high-quality education: **Climate for Learning**; **Acquisition** and **Retention** of Knowledge and **Enjoyment** and **Engagement** (**C.A.R.E.**). Alongside the Visible Learning methodology, which denotes that classroom strategies should be regularly evaluated for the impact they have on students' learning, the C.A.R.E. philosophy is central to our school's aims with Teaching and Learning.

Implementation: C.A.R.E.

Climate for Learning

Teachers develop a positive climate for learning by:

- having high expectations which inspire, motivate and challenge students;

- creating and sustaining a safe and positive learning environment and ;

- adapting teaching to respond to the strengths and needs of all students;

- using starter/retrieval activities in every lesson to promote learning and a swift, productive start to lessons;

- rewarding outstanding effort through the use of effort grades on SIMS and communicating this to students;

- regularly collate and evaluate student views through the use of the C.A.R.E student voice proforma;

- using model and anti-models effectively to illuminate success criteria in every lesson**;**

- ensuring students take pride in their work and presentation

  - ➢ classwork is challenging and completed to a sufficient standard in every lesson;

  - ➢ dates and titles are underlined;

  - ➢ worksheets are glued in;

  - ➢ milestones are collated;

  - ➢ there is no graffiti in books;

  - ➢ self and peer assessment and corrected/rederafted work are evident in purple pen;

  - ➢ assessment and feedback are regularly evident as part of the student learning journey;

- teachers plan learning activities that promote students to be owners of their own learning and time to reflect (DIRT, Self/Peer marking of Retrieval Activities, Target-setting)

Acquisition

Teachers support students' acqusition of key knowledge by:

- demonstrating good subject and curriculum knowledge and enthusiasm;

- developing a curriculum that has a clear intent and is centred around the acquisition and application of key knowledge (facts, skills and understanding);

- using formative assessment to provide effective feedback that moves learning forward, promoting good progress and outcomes in every lesson – questioning (pounce and bounce, whole class, mini-whiteboards) and live marking,

- using model and anti-models effectively to illuminate success criteria in every lesson.

- developing pre-assessments to identify the depth and gaps of students' knowledge – low stake quizzes, cloze activities, open tasks that students mark;

- Ensuring students have all the prior knowledge they need to complete tasks and this is secure so that working memory is not overloaded;

- teaching for understanding and improve student confidence through the use of peer and self assessment;

- planning engaging activities that lead to learning that can be assessed by students in every lesson;

- 'chunking' key knowledge into manageable sections;

- scaffolding effectively the application of new and key knowledge;

- sharing clear learning intentions and outcomes in every lesson;

Retention

Teachers support students' retention of knowledge long term by:

- adapting planning to improve retention: ensuring students are regular opportunities to use and apply their learning;

- sharing and using knowledge organisers in class/ through homework;

- devising low-stake quizzes and retrieval activities to assess retention;

- regularly revisiting key knowledge in class and for homework;

- linking new knowledge to key knowledge;

- contextualising key knowledge through the use of examples/analogies;

- stressing and repeating key points;

- using vivid descriptions and images to make knowledge memorable;

- and using a range of open tasks to revisit prior learning.

Enjoyment and Engagement

Teachers develop students' enjoyment and engagement in their subject by:

- having high expectations of all students and actively developing positive relationships with students through using 'Connect before Correct';

- Using student/teacher conversations and sanctions to establish/reinforce your high expectations and standards;

- applying The Codsall Way behaviour policy consistently and appropriately;

- being highly motivated and, as a result develop their students' efficacy and motivation to learn;

- promoting a love of learning through enthusiasm for the subject;

- developing a range of learning activities including group work;

- sharing and rewarding good effort and progress;

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- developing clear classroom routines that students know and follow:
    - being present at the door to 'Meet and Greet';
    - completing a uniform and equipment check;
    - orderly dismissal;
- responding appropriately and consistently to low-level disruption and disengagement:
    - positioning yourself in the classroom where you can see your students and they can 'see you looking';
    - circulate during every lesson to provide verbal/live feedback at the point of learning;
    - setting frequent time targets;
    - assessing whether students can access the task
    - using sanctions and additional homeworks to address low effort and poor behaviour
    - using seating plans effectively;
- planning activities that are sufficiently challenging and help all students make clear progress that they can 'see';
- using probing questions regularly to assess whether learning is taking place and act upon findings;
- developing positive and constructive relationships with parents;
- selecting resources that will engage students;
- developing subject links to real-life contexts and culture capital;
- developing subject links to career pathways;
- and providing students with engaging extra-curricular experiences;