



**Broadwalk
Green**

Teaching, Learning & Assessment Policy

2024 - 2025

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Ethos on teaching and learning](#)
4. [Self-evaluation](#)
5. [Learning environment](#)
6. [Teaching strategies](#)
7. [Assessment](#)
8. [Reporting](#)
9. [Monitoring and reporting](#)

Statement of intent

At Broadwalk Green, we believe every young person has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives both at school and beyond.

Through implementing this policy, we aim to embed good practice and consistency in the quality of teaching across the school and ensure we deliver a unified focus to monitoring learning. Through these practices, we aim to continually improve our standards, help every pupil reach their potential and enhance the professional development of staff.



1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2024) 'Secondary accountability measures'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE and STA (2022) 'School reports on pupil performance: guide for headteachers'
- DfE (2023) 'School teachers' pay and conditions document 2023 and guidance on school teachers' pay and conditions' (STPCD)

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Curriculum Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Marking and Feedback Policy
- Behaviour Policy
- Accessibility Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring reports are provided by the headteacher and heads of department on a termly basis.
- Taking action where areas for improvement have been identified.
- Ensuring the curriculum governor speaks with the T&L lead to monitor the school's progress against targets.
- Visiting the school to:
 - Observe lessons.
 - View recordings of lessons, where required.
 - View samples of pupils' work.
 - View records of achievement.
 - Talk to pupils about their experiences with learning at the school.
 - Talk to teachers about their experiences about teaching at the school.
- Ensuring governors report the findings from any visits to the school to the governing board.

The SLT is responsible for:

- Visiting classrooms and undertaking lesson observations.
- Talking to staff and pupils to establish a general overview of the atmosphere in the school on a day-to-day basis.
- Communicating with parents to ensure all pupils' needs are being met.
- Undertaking classroom and teaching work on a regular basis, where applicable.
- Reviewing teachers' lesson planning.

- Contributing to setting goals and targets across the school.
- Undertaking self-evaluation on the school's quality of teaching.
- Commenting on the quality of teaching and learning as part of the report to the governing board.
- Holding heads of department to account for the effectiveness of teaching, learning and assessment in their subject.

Subject Leads are responsible for:

- Contributing to developing and reviewing curriculum policies and schemes of work in collaboration with colleagues (Curriculum team meetings).
- Taking accountability for the progress of pupils in their department.
- Reporting on the effectiveness of the curriculum to the SLT and the governing board.
- Keeping up to date with any changes in their subject area and curriculum requirements.
- Monitoring the effectiveness of how their subject is being taught and assessed in their department.

The school improvement officer is responsible for:

- Monitoring teaching performance throughout the year.
- Scrutinising data and discussing findings with the curriculum lead.
- Undertaking lesson observations.

Teaching staff are responsible for:

- Monitoring and evaluating their teaching.
- Seeking professional input and constructive criticism from the T&L lead.
- Reviewing and evaluating their lesson planning regularly against their colleagues' planning and the school's overall achievement.
- Setting appropriate and challenging targets for pupils based on ability and needs.
- Collaborating with colleagues to moderate pupils' achievement.
- Involving parents and other professionals in the monitoring process.
- Completing an annual review assessing the progress of their pupils.
- Completing termly position statements to identify and evaluate curriculum priorities within their curriculum

Pupils are responsible for:

- Being on time for school.
- Being prepared to learn.
- Keeping their learning environment organised and tidy.
- Being attentive and contributing to lessons.
- Listening to and following all reasonable instructions.
- Treating everyone with respect.

External monitoring will be utilised where appropriate, including by the following methods:

- Seeking the support of leaders from local schools to help evaluate the school through professional discussion and joint lesson observations.
- Using Ofsted inspections to identify strengths and weaknesses, and to develop an action plan for improvement.

3. Ethos on teaching and learning

Through our teaching and learning ethos, pupils will be encouraged to:

- Listen to one another.
- Adopt various roles when working in groups.
- Volunteer their thoughts and opinions.
- Respect the thoughts, ideas and opinions of others.
- Give honest and positive feedback.

To help all pupils learn and engage effectively, teachers will be encouraged to:

- Ensure pupils engage with lessons and respect others' contributions.
- Allow pupils time to think about their response to a question.
- Allow pupils time to discuss a response or topic in their group or with a partner, where required.
- Adopt a personal approach to teaching pupils as individuals.
- Set sufficient challenge for all pupils through a differentiated, adapted approach.
- Act as a role model for pupils when speaking and listening, by allowing them the opportunity to share their thoughts, ideas and feedback without interruption.
- Use varied activities to allow all pupils to contribute to lessons, catering to various learning styles.
- Responding to and acting on feedback received from pupils, parents and colleagues.
- Praise is given more than criticism, using formal and informal approaches.

Achievement is recognised in the following ways:

Formal approaches, including:

- Commendation stickers
- Calling the pupil's parents praising the pupil
- Subject certificates
- Inviting the pupil to see the headteacher
- Form Time Review – achievement focus
- Character tokens mapped against Broadwalk CHARACTER values

Informal approaches, including:

- Congratulating pupils privately or in class
- Saying 'well done' to the whole class
- Writing positive feedback on written work

The teacher will manage disruptive behaviour by:

- Using non-verbal cues, e.g. raising eyebrows or frowning.
- Referring to the pupil by name.
- Quietly speaking to the pupil while the rest of the class is engaged.
- Giving the pupil a task to encourage responsibility.
- Reminding the pupil of the sanctions that follow poor behaviour.
- In exceptional circumstances, calling for support from another member of staff.
- Ensuring the school's Behaviour and relationships policy is adhered to at all times.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Always remain professional.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

4. Self-evaluation

Discussion with senior leaders

Senior leaders will discuss the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching?
- What is being done to monitor teaching?
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
- To what extent do teachers use assessment within the lesson to ensure that all pupils understand the lesson objectives?
- Are judgements based on the interpretation and evaluation of data and evidence?
- Are strengths and weaknesses in teaching and management identified?
- What strategies do TAs employ to support learning?
- Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?
- What happens if pupils are absent or fall behind with their work? What support is in place to help them?

Discussion with pupils

The following questions will be discussed with pupils to assess the quality of teaching at the school:

- Do you know your targets? What are they?
- What subjects do you have targets for?
- How do you know what your targets are?
- How often do you work on your targets?
- How do you know when you have achieved your targets?
- Who helps you to achieve your targets? What sort of things do they do?
- Do your parents know your targets? How do they know?
- When do you get new targets?
- What happens if you can't achieve your targets?
- How does having targets help your learning?
- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are proud of and explain why you are proud of it?
- Do you know how to improve your work? Do you have the opportunity to improve your work?

5. Learning environment

The teacher will set the formal tone for lessons at the beginning of the session and indicate that the lesson has started – school wide 'starter slide' will be on display as pupils enter classroom with a 'Do now' activity.

The teacher will decide and plan the seating arrangements for pupils to maximise educational attainment.

Seating arrangements will be changed to suit different activities, e.g. group work.

Seating plans, where in place, will be made available for those providing cover when the teacher is absent.

The learning environment will be designed to maximise pupils' opportunities to learn, e.g. forward-facing desks.

Some displays will be updated on a termly basis and geared towards aiding learning – displays do not facilitate distraction.

Desks will be free from clutter and arranged in a manner that provides suitable space.

The room will be well-ventilated, well-lit, and maintained at a suitable temperature.

Water will be available during lessons, except in science laboratories where water could create a risk.

6. Teaching strategies

The curriculum

The curriculum will be balanced, with proportionate time spent on statutory and non-statutory subjects.

The school week will be carefully timetabled, and curriculum content is suitable for the age and ability of all pupils.

The curriculum will be made accessible to all pupils through adaptive teaching and the provision of the necessary resources.

Wider aspects of learning, such as the development of social skills and self-esteem, will form a significant part of pupils' education.

Lesson planning and delivery

Lessons will be:

- Clearly linked to the curriculum.
- Show continuity and are age- appropriate.
- Balanced in terms of interactive learning and quiet time, to allow opportunities for both active and passive learners to engage with lesson content.
- Balanced in terms of teacher-led and pupil-led activities.
- Delivered with confidence and using good verbal projection.

Lessons will have clearly identified learning objectives and success criteria – these are made available at the start of the lesson on the school wide formatted 'starter slide'.

Lesson plans will show how TAs are deployed to enhance learning and contain a list of resources to be used during the lesson and how these resources will complement teaching and learning. This will also be discussed in the termly curriculum team meeting. All planning and resources are available to all staff via access to the network drive: Staff Drive.

A range of lesson types will be used, including practical, visual, dramatic, investigative and group work.

The school will give teachers adequate preparation, planning and assessment (PPA) time, in line with the STPCD.

Resources will be:

- Prepared in advance and made readily available to pupils.
- Accessible to all, in line with the Accessibility Policy, and appropriate for the learning objectives of the lesson.
- Suitable for pupils' different learning styles.
- Shared between teachers and departments to facilitate good practice.

TAs will be:

- Actively involved in the lesson to aid pupils' learning.

- Involved in prior planning and preparation.
- Able to demonstrate that they possess a good knowledge of the needs of individual pupils.
- Expected to support different focus groups, e.g. pupils with SEND and academically more able pupils.
- Utilised on a one-to-one basis with a child in need of additional help, where required.

All pupils will be actively involved in lessons through:

- Discussions about the teacher's marking on their work.
- Opportunities to mark their work and that of their peers, under the teacher's direction.
- Discussions about the learning objective of each lesson at the start of the session.
- Being set high expectations and being presented with adequate challenge.

Pupils with SEND

Pupils with SEND will be supported through effective teaching and learning by being:

- Treated as individuals.
- Provided with the appropriate support.
- Provided with additional professional support, where necessary.
- Asked for feedback (or their parents' feedback) on the effectiveness of the support they receive.
- Supported in line with procedures and strategies set out in the SEND Policy.

Teachers will discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils who require support.

7. Assessment

Baseline assessment

Pupils joining the school will receive a baseline assessment when they start.

Strategies for baseline assessment will include:

- Use of past national curriculum tests.
- Initial assessments in English (Reading, writing, SPaG), Maths, Science, Food Tech and Art.
- Assessing pupil progress over the first half term that they are enrolled.

Formative assessment

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments will be used to:

- Identify pupils' strengths and gaps in their skills and knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the pupil's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment is not punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

Formative assessment is not included as part of a pupil's final grade but is recorded as part of progress tracking.

Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes
- Self-assessment

Summative assessment

Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.
- Informing both parents and teachers of a pupil's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's final grade.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

Methods of summative assessment will include:

- End of unit/term/year exams
- Projects which contribute to a final grade
- External examinations / accreditations such as the national curriculum tests

Use of ongoing assessments

Teachers will use ongoing assessments in the form of:

- Focussed marking on pupils' work, including feedback.
- Observations of pupils' work against learning objectives and success criteria.
- Assessing pupils' ability to meet success criteria and progress to the next step in their learning.
- Annotated plans and planning notes made by class teachers and other personnel involved with each pupil.
- Termly tests to identify progress and gaps in learning.
- Termly pupil progress reviews to identify and analyse progress and set targets.
- Verbal feedback on a pupil's progress on a half-termly basis.

Lessons will contain clear learning objectives, based upon the teacher's detailed knowledge of each pupil.

All assessments will be appropriate to each pupil's needs and level of ability.

Teachers will use a range of assessment tools and materials, such as:

- Analysis of pupils' work in books
- Reading records
- The results of class tests and published tests
- On-going marking
- Making notes on pupil observations

The results of published tests will be used to contribute to overall teacher assessments.

8. Reporting

Reporting to parents will provide the opportunity for communication about their child's achievements, abilities and future targets. End of term reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We will provide opportunities for parents' so that parents can discuss how well their child has settled and are able to be involved in the target setting process.

We will provide parents with an end of term written report before the end of the each term, which will includes the results of any assessments, and provide information relating to progress, attainment and attitude to learning.

We will give parents the opportunity to discuss their child's progress, by appointment.

Reports for pupils at the end of KS3 will include:

- Individual attainment data and progress data.
- Individual comments on strengths, targets, and improvement points in core subjects, e.g. English.
- Individual comments on strengths, targets, and improvement points in other subjects, e.g. history.
- Attendance data.
- Details about how to arrange a discussion about the report with the school.

EHC plans

Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and other specialists are sought. Based on these views, and in collaboration with the pupil, an EHC plan is sought.

9. Monitoring and reporting

This policy will be reviewed on an annual basis by the curriculum committee.

The governors' annual report will contain updates and analysis regarding teaching and learning at the school.

The chair of governors will ensure any changes to this policy are communicated to all relevant staff members.

The next scheduled review date for this policy is June 2024

10. Formative and Summative assessment across the curriculum

	Formative assessments	Summative assessment
English	<ul style="list-style-type: none">Targeted questioningOpportunities for oracy activitiesLive markingWarm-up activity based on recallMind-maps	<ul style="list-style-type: none">Baseline assessmentExtended writing piecesTermly spelling testTermly diagnostic reading assessmentsBi-weekly knowledge checkTargets based on KPI tracker
Maths	<ul style="list-style-type: none">Initial baseline assessment to identify gaps in learning which are visited once per week as well as through the SOW.Strategic and skilful questioning.Marking - encouraged to make corrections and a challenge question if the topic has been grasped fully in order to stretch their understanding. Identifying and diagnosing root causes of incorrect answers.Observation, quick check routines and questioning throughout.Verbal feedback.	<ul style="list-style-type: none">Half termly knowledge checks.KPI progress tracker.Year 9 SATs.

<p style="text-align: center;">Science</p>	<ul style="list-style-type: none"> • Hinge questions throughout lesson • Targeted questioning, different questioning techniques • Verbal instant feedback • Written feedback (WWW/EBI) • Entry and exit quiz- low stakes multiple choice quiz. • Addressing misconceptions 	<p><u>Conceptual understanding</u></p> <ul style="list-style-type: none"> • Baseline assessment on ‘conceptual understanding’ of Science. This will assess ‘Working Scientifically’ which includes, scientific attitudes, experimental skills and investigations, analysis and evaluation. • At the end of each term there is an assessment based on the above too. So in total: 4 official summative assessments (baseline, autumn, spring, summer) <p><u>Scientific Knowledge</u></p> <ul style="list-style-type: none"> • Assessment at the start of each unit • Assessment at the end of each unit • Knowledge Checks - Fish/dog/elephant questions. 2/3 per half term.
<p style="text-align: center;">Art</p>	<ul style="list-style-type: none"> • Initial baseline assessment. • Targeted questions are used to identify whether pupils have met KPIs. • Verbal feedback in the practical aspect of the lesson. • Starter activities. • Pupils referring to visual displays in classroom. • Pupil KPI progress folders 	<ul style="list-style-type: none"> • Bi - weekly feedback document referring to work completed, next steps and pupil feedback. • Pupil verbal feedback on their own work and the work of peers. • KPI progress tracker
<p style="text-align: center;">Careers</p>	<ul style="list-style-type: none"> • Virtual zoom sessions • Mindmap on learning outcomes • Purple pen • Marking 	
<p style="text-align: center;">CfL</p>	<ul style="list-style-type: none"> • Where we are now mind map vs where we are at the end of lesson mind map. • Purple pen- Marking 	<ul style="list-style-type: none"> • Oracy- In depth discussions about learning outcomes • Classwork photographs from Oracy tasks

Computing	<ul style="list-style-type: none"> • Hinge questions throughout lesson • Targeted questioning, different questioning techniques • Verbal instant feedback • Written feedback (WWW/EBI) • Entry and exit quiz- low stakes multiple choice quiz. • Addressing misconceptions 	<ul style="list-style-type: none"> • Assessment at the end of each unit • Knowledge Checks- Fish/dog/elephant questions. 2/3 per half term.
Food	<ul style="list-style-type: none"> • Initial baseline assessment is done when the pupil starts. • Targeted questions are used to identify a certain KPI. • Live marking is used in the practical aspect of the lesson. • Starter activity. 	<ul style="list-style-type: none"> • Knowledge checks • KPI tracker • Workbook
PE	<ul style="list-style-type: none"> • KPI tracker 	<ul style="list-style-type: none"> • Oracy- Discussions and feedback on performance
Humanities	<ul style="list-style-type: none"> • Recaps through warm up activities. 	<ul style="list-style-type: none"> • Oracy and class discussions. • Overall engagement. • Overall written work