**TEACHING, LEARNING AND ASSESSMENT POLICY**

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**WMG ACADEMY FOR YOUNG ENGINEERS**

# TEACHING AND LEARNING POLICY

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1. **Introduction**

This policy reflects the unique ethos of the WMG Academy, where all learners are expected to aim high, achieve their full potential and fully respond to the opportunities and challenges of the modern workplace, particularly in the fields of engineering and digital technologies. Our approach to teaching and learning is similarly unique, with a strong focus on working with our employer partners who work with us to deliver a curriculum which is based on the principles of applied learning, creativity, problem solving and teamwork. Complementing this, our learning environment is geared towards the provision of modern technologies, used flexibly and creatively to consolidate and deepen learning at every opportunity.

1. **Aims**

The central aim of this policy is to set out the principles and structures which will allow all learners to benefit from an outstanding learning experience from their first day at the WMG Academy. The quality of teaching remains the pivotal factor in the judgement of the academy’s effectiveness as an educational establishment and it is our clear vision that every learner is set challenging, yet achievable goals within the context of a stimulating and enjoyable learning environment.

All stakeholders of the academy have a responsibility to ensure that effective learning is at the heart of all academy activity and that the boundaries of effective learning are continually challenged and pushed forward.

Finally, learners must be fully aware of the application of their learning at the WMG Academy and must be provided with the tools, knowledge and skills to be able to make a successful transition into higher education or employment.

1. **Implementation**
	1. **Outstanding Teaching**

Outstanding teaching is a necessary requirement for outstanding learning. Defined by significant strengths and no areas for improvement;

Learners will be led on a learning journey which is enjoyable, memorable, relevant and ultimately applicable to their future lives as successful, professional people. Outstanding teaching is, as a consequence, very difficult to define in terms of a tangible entity. However the WMG Academy expects that anyone who teaches, instructs or mentors a learner within the organisation to be:

* positive, professional and enthusiastic;
* passionate about learner engagement and progression;
* committed to learning for all, ensuring differentiation is applied consistently;
* well organised, diligent and respectful of learners’ individual needs;
* aware of the symbiotic relationship which exists between educational and industrial specialists;
* able to think creatively in terms of content delivery and skills development;
* continually prepared to re-think practice in order to bring about positive benefits in learning;
* driven to contextualise learning within the fields of engineering, digital technologies or the wider STEM arena;
* aware of effective methods of assessment for learning, thereby ensuring that robust programmes of assessment lead to the informative appraisal of learners’ strengths and areas for development.
	1. **Teaching as a cyclical process**

Teaching is both a practical and cerebral activity designed to introduce new concepts to learners, embed and consolidate these concepts and ultimately provide a platform for learners to demonstrate their understanding. At the WMG Academy these concepts will be taught alongside the effective acquisition of skills including design, manufacturing, communication, planning, problem solving, team working and leadership. All teachers, instructors and mentors will have a responsibility to ensure that this combination of conceptual knowledge and skills is maximised for all learners. As a consequence, we expect all teaching staff to take a cyclical and reflective approach to all teaching activity.

Monitoring

* 1. **Planning**

Four key principles are at the heart of outstanding teaching and these principles form the cornerstone of all planned teaching activity at the WMG Academy.

**3.3.1 Long-term planning**

Long-term planning will mainly consist of long term plan documents. These will need to match national curriculum and examination specifications, key summative assessments, programmes of study and opportunities for employers to assess their opportunities for curricular involvement.

Long-term engineering planning is at the heart of all curriculum planning at the academy and it here that plans for delivery are tied in with the partners’ ability to deliver the employer projects. The eight to twelve-week projects will go into the long-term plan first, thereby allowing curriculum leaders to adjust schemes of work (e.g. in maths and physics) to project-related theory to be delivered at the same time. It is this unique synergy of theoretical teaching from teachers and practical application from industrial engineers which provides the learners with an outstanding learning experience.

**3.3.3 Medium-term planning (schemes of work)**

A medium-term plan will encompass any sequence of linked learning phases which show deeper and wider elements of progression. It is the expectation that clear progression routes, a wider use of resources, applied learning opportunities and a wider selection of AfL techniques, as well as cross-curricular learning opportunities (particularly with reference to British Values, literacy and numeracy) will be evident.

**3.3.4 Short-term planning**

This will mainly consist of lesson plans and teacher planning documents which have very specific learning outcomes for all affected learners. For formal observations, an agreed lesson plan pro-forma (see Appendix 1) will provide a structure within which lesson objectives, activities, timings, outcomes and differentiation will be recorded.

Within this process it will be an expectation that the following items are included:

* A clear structure of the lesson which potentially allows flexibility to consolidate or reviews a learning point. This structure does not have to follow a pre-prescribed format, but must show clear progression in terms of depth and/or complexity and clear moves towards a planned set of learning outcomes, also detailed within the plan;
* Lesson activities should reflect the appropriate level of pace and challenge to match intended learning outcomes. Teachers must also consider the creative use of space in our unique larger and flexible learning spaces;
* Assessment for learning opportunities which allow learners to reflect on new or previous learning episodes, review their (or their peers’) performance and understand ways in which they can develop their knowledge and/or skills. Mini-plenaries may well be built into activities in order to provide teachers with formative assessment opportunities;
* Teachers must consider the use of resources, both physical and virtual, within lessons to ensure that they add seamless value to content delivery. To this end, the use of support staff must be detailed and specific reference to their deployment must be made. As an academy specialising in digital technologies, it will be expected that teachers can apply digital technologies creatively in the learning process;
* Key reference must be made to the differentiation strategies which are to be used to ensure all learners are making progress. Differentiation by task, product, stimulus, extension, role or questioning are all valid differentiation models. Differentiation by outcome alone will be insufficient.
* Teacher must retain a Student Progress Over Time (SPOT) Folder which will be reviewed at all lessons observations and quality assurance events. The SPOT Folder must contain a seating plan for each class detailing any learners with Most Able, EAL, SEN or who fall into the Pupil Premium (PP) category. Reference to Target Grade and Key Assessment Data (KA) will also need to be made. Individual Education Plans (IEPs) need to be taken into account when planning any sequence of learning but must not be printed and retained in the SPOT Folder.
* Where relevant, particular reference must be made in planning for the integration of the employer projects into the learner experience. Plans must make reference to the application of engineering and/or digital technologies and it is expected that teachers will use links to these subject areas to underline cross-curricular learning which will continually be reinforced at the WMG Academy.

A unique feature of the WMG Academy is its team-driven approach to improving learning outcomes for learners.

* Curriculum leaders will need to have a forensic overview of short to long term-term plans to enable their team members to deliver every aspect of the curriculum. This is particularly important in the delivery of the engineering curriculum, at both Key Stage 4 and Key Stage 5, as employer partners will need to be fully consulted and briefed on expectations regarding content and skills delivery;
* Regular team meetings including representatives from the senior leadership team, curriculum areas and employer partners will need to continually assess progress towards agreed learning outcomes and address areas for development. Agendas, minutes, action plans and revised schemes of work will form a framework of continual reflective practice. Rigorous quality assurance will be maintained via a robust performance management process, regular learning walks, work trawls, scheme of work analysis and student voice exercises.
1. **Execution**
	1. **Delivery**

Lesson delivery continues to remain the key differentiating factor between good and outstanding teaching. At the WMG Academy we have a very positive attitude towards teaching practices which challenge the norms of pedagogy, whilst respecting the need for all learners to show valid and sustained progress. Delivery needs to be energised, creative and enthusiastic. Learners need to be equipped with the skills of independent learning and must be continually aware of how to make progress to the next level. Teachers must use resources creatively and instinctively and need to implement plans with a conscious awareness of pitch, pace, differentiation and medium of delivery.

* 1. **Assessment**

The third phase of teaching allows the professional to assess the extent to which learners have achieved intended learning outcomes. The evaluation of reliable and informative data on each learner’s skills and cognition is essential. Summative and formative assessment both have a role to play in ensuring that effective assessment for learning takes place; every teacher should be able to use assessment data to inform the learner, his/her parents and other stakeholders on current strengths and areas for development, with a focus on reflective self-improvement. Assessment data should be readily available for SLT perusal and target-setting purposes. Ultimately, assessment should aid effective planning as the cycle starts again. For more information on this phase, please see the separate policy for target setting, assessment and reporting.

* 1. **Monitoring and Evaluation**

This aspect of the cycle cannot be seen as separate phase, but rather a ubiquitous part of the teaching cycle. At the WMG Academy, every aspect of planning, delivery and assessment must be continually monitored, evaluated and, if necessary, changed in order to bring about more effective outcomes for learners. All stakeholders, including teaching staff, learners and the senior leadership team have a role to play within this process, continually challenging aspects of the teaching ‘inputs’ which could be improved.

Continuing Professional Development (CPD) has a role to play within this aspect of the cycle, allowing each professional to assess areas of development within his/her practice and to locate, access and implement practices which will have positive outcomes on learner attainment and progress. In response to lesson observation, staff can expect to receive feedback regarding possible areas of development and will also be expected to play their role in a coaching partnership, in which they challenge themselves to explore possible alternative approaches to lesson planning and/or delivery.

1. **Quality Assurance**

The vehicles for monitoring learning will be as follows:

* Termly formal observations, ranging from 20 minutes to an hour in length. These observations may be conducted as one observation or a ‘return’ observation within the same lesson or learning phase;
* Calendared learning walks with a year group, learning aspect or subject-related focus which will include a review of student books and folders;
* Informal learning walks to gain a snapshot of current pedagogy – this may well occur with visitors to the academy;
* Subject reviews to mimic formalised observations phases e.g. Ofsted inspections;
* SLT/Peer observations to show good practice and the implementation of CPD programmes;
* Learner voice activities to gauge learner response to implemented teaching strategies;
* employer engagement meetings will provide a unique opportunity for employers to suggest areas for improvement in curricular delivery, as well as an opportunity to provide CPD for employers where necessary;
* The assessment calendar will be vital to this process and is covered under the assessment, reporting and recording policy;
* Monitoring and Continuous Professional Development (CPD) to ensure that these processes of planning, delivery and assessment are undertaken to the highest standard, there needs to be in place a robust monitoring system.

The WMG Academy will respond to the needs of its staff, providing support and intervention

Through focused coaching programme to ensure that the highest quality teaching and learning

experiences are enjoyed by all learners and staff.

The CPD programme at the Academy will also be unique, given the special relationship between

Employers and teaching staff. This ethos will permeate the CPD requirements of both partners:

* Employers bring with them a large amount of technical (and at times) pedagogical experience which will be shared through team teaching and CPD sessions at the Academy. It is intended that specific weekly CPD sessions will allow Academy teachers to broaden their knowledge through scheduled meetings with employers;
* This relationship is also symbiotic, in the sense that academy teachers will share their pedagogy with employers, which will have tangible personal and professional growth benefits for employer partners, both at an individual and collective level;
* It is well documented that when teachers share good practice with peers and lay staff, their own professional understanding develops significantly;
* Teachers at the academy will have access to local CPD exchanges (Castle Phoenix and Swan Alliance Teaching School Alliances) as well as nationally recognised CPD programmes geared towards a wealth of skills, competencies and professional development opportunities;
* The Local Enterprise Partnership (LEP), local Chambers of Commerce, Governors and Education Group members will work with the Academy’s SLT to develop and enhance the engineering programmes for learners, as well as re-assessing and re-appraising the CPD needs of both teaching staff at the Academy as well as those of employer partners;
* A separate CPD budget will support all of the above activities.
1. **Towards Outstanding Learning**

With outstanding teaching, outstanding levels of learning can follow. Learning is at the heart of every single activity at the WMG Academy. It is not seen as a 'buzz-word' or mantra, but rather an essential component of every learner's life at the academy. Effective learning is, in essence, very difficult to define, however it is measurable by way of a number of different factors. From October 2016 WMG Academy will follow the SSAT Teacher Enhanced Effectiveness Programme (TEEP) as a pedagogical model, but will continue to expect teaching staff to have a wide and ever-expanding knowledge base of effective learning systems, approaches and protocols which can be adapted to suit every learner's personal needs and learning goals. The following criteria will act as a guide for stakeholders to assess the effectiveness of learning at the WMG Academy and will partly form a basis for assessing teacher performance as part of the Performance Management Policy.

To this end, and with reference to the WMG Academy's ethos, learning will be continually effective as a result of a few guiding principles.

* 1. **Pedagogical Considerations**
* Excited and motivated learners are effective learners and moves to ensure that learners feel safe, confident and able to challenge misconceptions must be encouraged;
* Learners are far more likely to retain information if they are able to teach others, as opposed to simply reading or writing the information down;
* Learning can only take place if the learner is motivated to do so and it is the responsibility of any teacher at the academy to locate, magnify and maintain this motivation;
* Any younger generation can use new technology quicker and more intuitively than the previous generation. As a consequence, and in line with the Academy’s specialism in digital technologies, we encourage a protocol of ‘Bring your own device’ (BYOD). Similarly, we will ensure that systems are in place to ensure appropriate and safe usage as well as allowing learners to access and store taught information in a way which works on a personal level;
* Team working is symbiotic and will allow proportionally larger net gains for all learners if managed correctly;
* The best teachers are those who continually reflect on their practice and are prepared to change their approach to continually improve learner outcomes.
	1. **Operational considerations**
* A flexible, self-critical yet open-minded approach to teaching is made clear to all teaching applicants for teaching posts before recruitment;
* Flexible working spaces will challenge staff to think creatively about content delivery and consolidation tasks. More detail of this can be found in the later section regarding the internal learning environment;
* Performance management will be used to assess areas of pedagogical strengths and areas of development for teaching staff, who will be expected to challenge themselves to find solutions to problems which prevent outstanding learning at all levels;
* Lesson observation will be used as a tool to assess learner behaviour and learning outcomes with an intrinsic focus on learner progression within a teaching phase. Lesson (or part-lesson) observation will be both formalised and less formal, with the encouragement of an open-door policy to allow colleagues to share best practice and learn from each other. Team-teaching will, where possible, be a strength of the academy teaching delivery;
* All meetings at the academy should only take place if a measurable impact on learning is the intended outcome.
	1. **Measures of effective learning**
* Summative assessment performance will be the principal measure of academic performance for all learners. Data from both internal and external summative assessment will allow the academy to measure learner performance across a range of skills and subject disciplines, as well as allowing the assessment of learner progress over time, relative to previous summative assessment data. This data will allow informed decisions to be made regarding a learner's curriculum and learning experience;
* Learner attendance and punctuality data will enable the Academy's leadership team to manage its attendance strategy and target areas for development, both in terms of temporary and persistence absence/lateness. A strong record of attendance at the academy is intrinsically linked to higher academy attainment and positive progression routes beyond KS4 and KS5;
* Lesson observation at all levels (e.g. formal, informal, peer, performance management) will enable staff at the academy to assess the extent to which learning is being moved forward;
* Learner voice will play a central role in learning from positive experiences in the classroom and assessing areas for development. Learners will be expected to play a critical, yet constructive and pro-active role in improving their learning experience;
* Positive destinations for learners are a key indicator of learning success in any educational establishment. The academy seeks to establish a positive relationship with all its alumni:
* Visitors to the academy will expect to see learners who are proud of their appearance, proud of their learning environment and proud of their academy. Views of stakeholders at all levels will be continually sought at this level;
* Participation in and enjoyment of all industry-related projects and extra-curricular activities will also play a key role in defining the effective learning experience for learners. Learners are expected not just to take qualifications away from the academy, but to make a positive contribution to the lives of others whilst they are learners with us.
	1. **Behaviour for Learning**

For outstanding learning to take place, the academy must facilitate an environment in which behaviour for learning is positive, considerate and highly aspirational. The context within which behaviour will be supported, promoted and sanctioned can be found within the academy’s Behaviour Policy. Relevant points from this policy are outlined below:

* The Senior Leadership Team (SLT) will be responsible for establishing and cascading an ethos of positive behaviour, which is embedded in a business-like, business-led context. Learners are expected to respond well to this ethos, within which they are expected to model behaviour which is polite, respectful of all other learners and academy stakeholders;
* Lead teachers will be responsible for reflecting this ethos within lessons. They will take the lead in modelling good behaviour, setting high standards of behaviour from all learners and delegating responsibility to support teachers and learning assistants to intervene should poor behaviour surface within lessons;
* Tutors and company leaders will counsel their learners to model good behaviour, and in liaison with the Senior Leadership Team, will develop an action plan for behavioural intervention should standards not be met.

Effective differentiation, rapport-building and awareness of learner data will all help to build confidence in learners and all teachers will be supported in developing these aspects of their skills portfolio. Learners can only make effective progress if they are made aware of their strengths and areas for development. It is intended that other documents will provide this in more detail (see policy for Assessment, Recording and Reporting), however the two main vehicles are as follows.

1. **Oral Feedback**
* Teachers are expected to provide learners with good levels of oral commentary. Praise and sanction will be expected to be used appropriately in order to strike a balance between underlining strengths, but highlighting areas for development (see Behaviour Policy);
* Teachers are expected to use questioning effectively, differentiating as appropriate and using tools such as Bloom’s Taxonomy to ensure deeper thinking skills are tested;
* Along with industry partners, mentor meetings, tutorials, parents’ evenings and informal teacher-learner discussions will support and consolidate learner confidence and progression.
1. **Written Feedback**

The Main Assessment, Reporting and Recording policy confirms that marking should be completed by teaching staff and that marked work will form part of judgements regarding performance management, the establishment of a ‘teacher portfolio’ and scheduled learning walks. It is only through effective written and oral feedback that learners can make high-value judgements on their academic performance and address areas for development.

This feedback must be given at least twice a half-term where the teacher has sole responsibility for a class or, in the case of some subjects where teaching responsibility is shared and the class are seen only twice a week or less, feedback should be given at least once a half-term.

At the academy we should ensure that:

* each piece of work to be marked with comments, which provide meaningful feedback on work to learners/parents. Graded outcomes may be used if appropriate and where they do not distract from the written comments;
* comments should be constructive, telling learners what they have done well and should include a call for action. This action should then be followed by learner reflection – the Comment, Action and Reflection model:
* Comment: a positive comment regarding a skill or specific knowledge demonstrated
* **A**ction: an action is specified which, when executed, will allow the student to make progress
* **R**eflection: the student reflects on the comment, executes the action and notes their response to it
* All subjects will make use of the **CAR** principle through self-assessment and peer assessment. The initials of the teacher or the words peer/self must be noted to make the learning journey clear. It is not however necessary for all subjects to follow the CAR acronym as long as the principles of positive feedback, action and reflection are implicit within the marking. This applies particularly to those subjects which have external requirements placed upon them which relate to marking and where there is a majority coursework element.

It is imperative that students reflect upon marked work, not simply by noting the need to improve but by executing the necessary action to secure improvement.

* Learner work (on paper and stored electronically) is expected to be marked twice each half-term;

* Learners and their parents will be provided with regular written reviews against target grades (see Target setting policy) as well as a final yearly written report.
1. **The Internal Learning Environment: The WMG Academy Approach**

In line with the academy's ethos of being business-like and business-led, the physical and temporal

nature of the learning experience at the academy will be in line with current and future industry

standards, with the main objective of making the transition from academy life to a working life

easier and more natural.

As a purpose-built school for engineering and digital technologies, the WMG Academy is well positioned to allow learners access to teachers' knowledge as well as to the very latest in technology: CAD/CAM machines, lathes, routers, mills and advanced engineering software. The school is also equipped with purpose-built biology/chemistry laboratories, as well as a specialist physics suite and IT teaching rooms.

Learning spaces will not, however, follow the traditional classroom approach to teaching. Teachers will be expected to use the learning spaces as well as the 'softer', more communal spaces in the building creatively to allow learners to develop their independent thinking skills as well as their team-working abilities. Areas of the building will be used for employers to brief learners on engineering commissions and staff will be expected to facilitate these discussions, using learning spaces appropriately to build confidence and competence.

The learning day will also be different from the mainstream approach to 14-19 teaching and learning. Learners will be able to access the site from 7:30am in the morning until 6:00pm in the evening, thereby simulating a normal 'business' day. Formal instruction will begin as early as 8:30am and the main bulk of teaching delivery will conclude at 4:30pm, however learners are free to use the time between 4.30pm and 6.00pm as their preparation time.

Learning will be experienced in a wealth of formal and less formal groupings.

* Industrial 'commissions' will allow Academy partners from industry to mentor and support groups of learners in their applied learning projects;
* Class teachers will take the lead on the delivery of subject-specific material;
* Tutors will hold pastoral responsibility for registration, learner well-being and administrative duties.

Likewise, teachers will be expected to work within the framework of an extended working day, although arrangements will be put in place to allow flexible working/family-friendly working. The structure of the academy day, as well as the system of mentoring and tutoring should allow teaching staff to develop a more practical and efficient working relationship with the learners in their charge.

1. **The Practicalities of Teaching in Large Teaching Bases**
	1. **Key Stage 4**

Classes in this key stage will follow traditional cohort sizes are will not exceed 32 students. A subject teacher and Learning Support Assistant (where necessary) will be present.

* 1. **Key Stage 5**

Assumption – Group size 1-25

Lead teacher on his/her own

Assumption – Group size 26-60

Lead teacher and support teacher with good level 3 knowledge of subject in addition to applied knowledge of subject. At this level support teacher will take on an appropriate proportion of the marking workload, in most cases nearing 50% of the learners in the lower ability band and as directed by the lead teacher. This will allow the support teacher to provide improvement comments to a ceiling of a medium-level grade, with the lead teacher taking over as learner progresses beyond medium-level grade.

In the event of lead teacher absence, the support teacher would be asked to deliver planned content on his/her behalf in the lead teacher role. Where possible, a learning assistant or other available teacher will then fill the vacant support teacher role. This would also apply in the event of absence of the support teacher.

This system of team teaching has huge benefits in terms of pedagogy. The opportunities to learn from a range of different practitioners in both the lead and support teacher roles are unlimited and this is often seen as one of the most effective methods of CPD available. Furthermore, in cases of short-term teacher absence, support teachers can ‘step-up’ to the lead teacher role to ensure continuous, seamless delivery, where in other cases supply staff with no knowledge of the group or current stage in the curriculum would need to be found.

* 1. **Use of learning bases KS5**

Given the nature of the larger learning bases in KS5, practical teaching solutions are as follows:

* Lead teacher would plan an appropriate starter activity, to be completed as a whole group or in differentiated sub-groups;
* New content is likely to be delivered in a whole-group setting, but differentiated for ability level where appropriate;
* Break-off into ability sub-groups is likely to occur for exercise-led or independent work. These will be monitored and supported by teaching staff in the learning base;
* Lead teachers may wish to conduct ‘mini-plenaries’ throughout the lesson, but may wish the support teacher to conduct these with the relevant sub-group(s);
* Final learning checks may be completed as a whole group or sub group(s) as appropriate;
* The use of multi-directional projectors may well be of use when working in sub-groups;
* Larger laboratory learning bases can be configured to support experiments and practical work of different types in different areas of the laboratories;
* CAD/CAM/ICT suites are designed to facilitate the instruction of whole groups, but individual work stations will be used for the bulk of learner work, as in a traditional classroom setting, with support teachers playing roles similar to those defined above.
	1. **The Extended Learning Environment: The WMG Approach**

One of the unique learner experiences at the WMG Academy will be the opportunity to work alongside industry experts in engineering and information technologies. A necessary part of this process will be both short visits to and longer work experience placements at local industrial sites. Learning will need to be applied in context and it is the expectation of the academy that both teaching staff and learners will use the wider opportunities offered by our industry partners 'on-site'. As a consequence, the academy will operate an Extended Learning Environment (ELE) to which all parents will need to agree. This will allow greater flexibility to transport learners to regional industrial sites without prior consent, as well as enabling industry partners to conduct 'on-site' training at short notice. The nature of the engineering commission will inevitably involve problem-solving, often at short-notice, thereby simulating real life commercial experiences. Any off-site provision which operates beyond the normal parameters of the school day, particularly where the learners are expected to make their way to and/or from an industrial location will be communicated to parents in advance.

1. **Social, Moral, Spiritual and Cultural (SMSC) Education**

As a specialist engineering and digital technologies academy, most SMSC education will be delivered via the pastoral system, as well as distinct threads of subject curricula (e.g. Principles of Engineering and stand-alone units in languages, English and science). Teachers will be expected to plan (and respond to) opportunities to exploit this part of the curriculum. Furthermore, the Academy’s unique ethos relating to the supremacy of employability skills will be evident in skills-based learning approach in lessons and there will be clear expectations of learners when presenting both oral and written work that:

* Environmental considerations have been monitored and evaluated;
* Solutions to engineering and technology problems are sensitive to social norms (including ethnicity, diversity and equal opportunities);
* The moral implications of learners’ work are considered;
* Cultural expectations are met and any form of discrimination is challenged.

Every commission will have an SMSC thread and learners will be reminded of the importance of meeting the above criteria. Assemblies with groups of learners will draw attention to operational considerations, many of which will centre around the reality that:

* The Academy shares a site, dining and sporting facilities with another school and as such a spirit of co-operation and collaboration needs to be fostered;
* Learners from the Academy continually represent themselves, their institution and the education sector when working with employers and at all times they need to conduct themselves with integrity and self-respect;
* The success of any organisation is dependent on the ability of its members to co-operate with each other in a way which considers the social, moral, spiritual and cultural beliefs and aspirations of others.
* The rewards system is intrinsically connected to employability skills and as such will provide a positive motivation for learners to follow the ethical code of the Academy, particularly in relation to team-working, communication and solution-centred thinking.
* SMSC education will also be delivered by way of the PSHE related aspects of the curriculum, in subjects such as science, geography and modern foreign languages.
1. **Cover**

Details for setting cover can be found in the Staff Handbook and are supported by the provision of form CR1.

**13.0 Target Setting**

Target-setting has a crucial role to play in the aspiration of high standards within the academy. Targets act as drivers for whole-school, subject-related and individual performance and are also linked to the statutory output targets provided by the Department for Education.

Effective target setting plays a pivotal role in whole school improvement and will provide standards against which the academy can be judged. Targets will provide a vehicle for motivating staff and students for improved performance, as well as a tool to assess the reasons behind academic underperformance and plans to correct it.

**14.0** **Targets**

**14.1 Whole Academy**

The following targets have been agreed with governors as the key performance indicators of success at the Academy, these are drawn from the academy’s data dashboard

**14.2** **Individual student targets**

The academy will use the Cognitive Ability Test (CAT4), which is entered by all students at the beginning of KS4 along with data from moderated tests in English and maths as well as KS2 data in core subjects. At KS5, a best-fit model using ALPS and GCSE results ensures that an aspirational target may be produced, along with numeracy and literacy tests.

Arrangements for KS5 will be based on the ALPS target model, with target grades being generated from an ALPS progression matrix. Individual subject performance at GCSE will be used to validate the ALPS score.

Target setting for pupils with SEN will take place in the same way, although particular

attention to specific learning difficulties must be borne in mind when setting appropriate and

challenging academic targets.

**15.0 Monitoring**

**15.1 Whole Academy and subject targets**

 Individual student performance is reported by all staff three times a year through formally entering a Key Assessment Grade into the Academy’s Management Information system via the progress reviews. Predicated grades are also collated for EOKS performance and are used to monitor progress internally

 Following this process the following additional activities take place:

* Every half term the Senior Leadership Team will discuss the performance data at three levels (individual, subject and whole-school) and agree on an action/intervention plan.
* The Senior Leadership Team will meet with subject leaders to explain and further develop the action plan based on individual student needs. This may take the form of a targeted improvement plan, lesson observation, curriculum re-assignment, CPD for teaching staff, extra support in lessons or engagement with parents.
* The board of governors is provided with a current progress matrix in order to assess areas of strength and resulting action plan from the intervention programme detailed above.
* This information will be held on a central database.

**15.2 Individual student targets**

 Monitoring of targets at individual student level is as follows:

* Principal’s meeting with team leaders: The discussion will often revolve around performance of individual students.
* Team leaders meeting with members of subject team: these meetings focus on the individual group, but again tend to focus on the performance of key individuals within the group.
* Students failing to achieve key benchmarks are highlighted for additional support in mathematics and English at GCSE.

**16.0 Monitoring, Review and Evaluation**

It is expected that this policy will be reviewed and evaluated on 1st September every year. Resulting changes and amendments will be actioned by the Assistant Principal

**17.0 Related policies and procedures**

* Teaching and Learning Policy
* Assessment, Reporting & Recording Policy

**18.0 Assessment, Recording and Reporting**

The effective assessment of learners as well as the associated recording and reporting of the data which results from assessment will be at the centre of the Academy’s strategic development plan. Only by way of effective assessment, reporting and recording will it be possible to appraise the learning of our students and performance of our staff. It must also be understood that effective assessment must be robust, flexible and most importantly accurately reflect learners’ current skills and abilities so that they can be proud of their achievements and pinpoint areas for development. The way in which this data is collected must be simple to understand, swift and accessible by the full range of relevant stakeholders to interpret.

**19.0 Assessment for Learning (AfL)**

Assessment for learning is at the heart of the Academy’s assessment strategy. Assessment for learning brings together the concepts of peer-assessment, self-assessment, summative assessment and formative assessment in order to use assessment data to inform future teaching and learning activities. It involves using assessment in the classroom to raise learner achievement and engagement. It is based on the idea that students learn most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

**20.0 Why is Assessment for Learning Important at WMG Academy?**

* to raise learner self-esteem, motivation and achievement;
* to enable effective and flexible target-setting;
* to help learners feel valued as individuals;
* to help learners have high aspirations for their learning and achievement.

**21.0 What does it look like in the classroom?**

It involves:

* underlining the fact that all assessment activity must have a purposeful outcome for both teacher and learner and that positive areas of performance as well as areas for development are expected outcomes;
* promoting an ethos and a classroom that values learners’ views;
* recognising that both motivation and self-esteem, which are crucial for effective learning and progress, can be increased by effective assessment techniques;
* believing that every learner can improve in comparison with previous achievements and that there is no limit on learners’ potential to achieve;
* using prior attainment information (including that which transfers with a learner from primary school, KS3 and KS4) and raising expectations as the learner progresses through the Academy;
* making learning outcomes explicit to learners;
* helping learners know the standards to aim for by engaging learners in conversation about what makes good quality work;
* continually revisiting and reshaping motivational strategies to ensure learners have the correct motivation to progress;
* enabling learners to know what they are learning, why they are learning it and how it fits into the curriculum;
* planning that is fine-tuned and differentiated in response to student learning needs
* providing feedback that helps the learner to improve;
* both the teacher and the learner reviewing and reflecting on progress and performance;
* the production of internal summative assessments which are differentiated, effectively challenge all learners in the cohort and informative in terms of knowledge and skills gained;
* learners using self-assessment techniques to discover the area they need to improve.

It is important in the teaching and learning process that we:

* use the potential of all assessment opportunities, including both internal and external tests, to move learners’ learning forward;
* recognise and record a wide range of learner progress and achievement within and beyond the curriculum, in line with the Academy’s unique, business-led approach to rewards;
* motivate learners via the process in order to raise levels of achievement by increasing learner motivation and awareness of personal strengths and areas for development;
* use assessment information on individual learners to inform curriculum planning (short medium and long term) and thereby raise individual standards and to monitor and improve curriculum delivery;
* produce documents of information for recording and reporting which are manageable, accessible and meet the needs of potential users and audience;
* inform the projected project block (8 week block) progress system;
* inform all relevant stakeholders about the process of learner target setting and, setting SMART targets for the subject;
* meet the statutory requirements of public examinations;
* ensure that records are up to date and are a reflection of each learners’ achievements and are passed onto subsequent teachers.
* benchmark our pedagogy and practice with that of similar institutions (e.g. UTC )through collaboration and CPD

Assessment should be built into the process of teaching and learning by:

* assessment being planned into schemes of work;
* short-term formative assessment being planned into individual lessons in order to continually challenge learners and inform teachers of individuals’ progress against agreed learning outcomes;
* the identification of learning and assessment objectives for each unit of work;
* sharing intended learning outcomes at the beginning of each unit/lesson;
* making assessment criteria clear to learners in language learners can understand;
* making a variety of assessment techniques available to ensure equality of access, which meet the needs of learners and which are appropriate to the nature of the work;
* opportunities for learners to be involved in self-assessment in dialogue with subject teachers about their progress;
* setting individual short-term targets, recording these and then reviewing learner progress against the targets set;
* maintaining high teacher expectations and the belief that all learners can achieve beyond their (and others’) expectations;
* ensuring curriculum differentiation which provides core, extension and support activities;
* supporting learners in building up evidence of their achievements and recording this information on tutor/subject reports;
* using the academy's rewards system to reinforce progress, effort, attitude, leadership, team-working and problem-solving skills.

**22.0 Marking for Literacy Improvement**

It is essential that student work in all subjects (not just English) is marked for literacy improvement. All staff and students will be issued with a Literacy Marking Sticker (attached) which details the marking criteria. Literacy is particularly important at the academy, as many of our learners are often more confident in the numerate and scientific disciplines.

Student work can be marked for literacy improvement by a peer or by a member of staff. Errors must not be corrected but should be circled and the appropriate error code annotated in the margin – in red pen.

Once the work is returned to the student, errors must be corrected by the student.

For more information please see:

* Assessment, reporting and recording policy
* Assessment for learning policy
* Teaching and learning policy
* Target setting policy

**23.0 Formal Assessments**

The aims of the WMG Academy’s formal assessments are to:

* provide a periodic summary through teacher assessment under exam conditions and examinations;
* allow teachers to identify gaps in learner knowledge and understanding and to identify weaknesses in the taught curriculum;
* allow learners to gauge their own performance against previous performances;
* Know what standards and expectations are required of them.

**24.0 How do we do this?**

* set academy examination papers and conduct controlled assessments in all Years, for the whole year group which are marked using the marking schemes provided and are standardised and moderated within the department;
* set, mark and moderate GCSE and Post 16 practice examination papers;
* review the results of formal assessment and procedures for entries and results of modular examinations in order that the teaching team is better informed about areas where learners achieve well and where achievement should be improved, using tools such as *e-aqa;*
* use, where appropriate, amended examination papers to be able to provide the learners with sets of questions to which they are able to respond at any given point in the assessment calendar. The resulting data will be useful in assessing a predicted grade outcome.

**25.0 Recording and Monitoring**

**25.1 Tracking learner progress**

Learners are given a minimum target grade (in KS4 and 5). All learners will also be given an aspirational target grade.

The minimum target level or grade is based on the learners’ highest prior attainment, (for learners in years 10 -11 we will use the data from the SAT tests taken in Primary school and on entry to the Academy, KS3 assessment data. Where possible, teacher feedback will also be taken into account when setting targets. Literacy and numeracy benchmarking tests and CAT4 scores will enable us to set appropriately differential and challenging target grades. Ay KS5 we will use GCSE grades and the ALPS system alongside numeracy and literacy tests to produce target grades.

This information is collated onto the Academy’s Management Information System and circulated to all staff either by teaching group or by tutor/company group.

Teachers are expected to use this information in their planning and in reviewing learner progress as part of their everyday classroom practice and to ensure that the grade level information they are using is the most up-to-date information available

**25.2 KS4 and Sixth Form Progress Checks**

Every term information regarding progress towards the minimum target grade is collated and monitored.

Teachers will give each learner a current Key Assessment (KA) grade, a professional estimate and an attitude to learning grade.

KA is a realistic reflection of current performance i.e. if the learner were to take the full examination today, the grade outcome would be X. In many cases this will be significantly below an end of key stage target grade and reflects the fact that the qualification is not yet complete.

The Professional Estimate is an indication of what grade will be secured at the end of the course if performance continues at the current rate.

Teachers will also give a numerical value for attitude to learning (ATL), thus highlighting praise and any concerns. This will be on a sliding scale from 1 to 6. Progress checks are collated and published to parents/carers three times a year, in addition to a full report. For all learners this information is then used in the following ways:

* subject leaders can monitor achievement across the teaching groups and plan intervention as needed;
* pastoral monitoring focuses on monitoring achievement and attitude to learning across a range of tutor groups to inform intervention;
* tutors use this information as part of the mentoring and target setting conversations with learners;
* this process is vital in tracking progress and ensuring appropriate intervention is put in place where needed. By using this data we are able to monitor and plan on a strategic and an individual level.

**25.3 Tutor mentoring sessions**

Tutors and pastoral leaders will mentor their learners regularly using the data and the learners’ own reflection upon their progress. Where there is underachievement, the learner sets themselves SMART targets for improvement and discusses strategies they may use for this improvement. At this level it is essential that ‘softer’, more qualitative data regarding the learners’ engagement in the learning process is identified, assessed and evaluated.

**26.0 Reporting**

**26.1 Reporting to Parents**

 **26.1.2 Course outlines**

Course summaries of the work to be covered in each subject/project will be provided for learners and families through the WMG Academy website.

**26.1.3 Progress Reviews**

The purpose of progress reviews is to provide parents and learners with a current analysis of performance and attitude to learning. The main objective of using current data is to predict future performance, as well as reporting on concerns regarding attitude to learning. There will be two of these quantitative progress reviews per student per year.

* + 1. **Annual Reports**

Annual subject reports are completed annually for each learner and will make clear to parents where learners have achieved well and where improvements can be made.

Tutor reports contain information about overall academic progress, engagement with the PSHE programme and wider achievements, commendations, attendance, and if necessary, also include information about academy sanctions. There is a statement written by the learner in which s(he) identifies targets for improvement.

The annual report is reviewed with the learner and tutor during the next planned mentoring session to ensure that each learner has SMART targets to support them achieving at least their minimum target grade.

**26.1.5 Parent Evenings/Meetings**

There is an opportunity each year for parents to meet with both teachers and tutors.

**27.0 Subject Teachers**

Teachers ensure that as part of their everyday classroom practice:

* they use a variety of methods when assessing learners work;
* formative assessment is paramount, with all summative assessment being used ultimately in a formative way;
* reflect adherence to the teacher’s professional standards;
* for formalised assessed pieces of work, the assessment criteria using learner friendly language should be given to learners when work is set;
* work is marked regularly and formative comments to assist improvement;
* assessment grades are as accurate as possible by following the guidance from the subject leader;
* they seek help from subject leader and tutor if learners are not meeting their target grade;
* progress is monitored against the minimum target grade;
* current progress checks are completed as directed by the Assistant Principal;
* the academy’s marking for literacy stickers are used as an aide-mémoire when correcting literacy mistakes and advising on areas for literacy improvement;
* they continually monitor the progress of all learners, with a particular focus on vulnerable groups e.g. SEN and Pupil Premium learners;

**28.0 Curriculum Lead Teachers (when applicable)**

The Curriculum Lead Teachers will:-

* provide course summaries for the KS4 booklet and KS5 prospectus;
* provide annual course summaries for each learner in every year group;
* ensure subject team members have specifications, schemes of work, examples of examination papers, course work deadlines, access to examiner’s reports, mark schemes and grade boundaries;
* ensure schemes of work fit in with reporting deadline dates and the requirements for progress indicators;
* carry-out the analysis of GCSE and AS/A level performance within their subject area, by teaching group and against national information. Use this information to complete the departmental SEF and set development plan priorities;
* use the spreadsheets of current progress indicators and completion of coursework sheets to monitor and plan intervention within their team;
* collect portfolios of moderated work to show examples of levels/ grades at KS4 and KS5;
* ensure that the subject teachers within their teams are able to accurately complete progress checks and meet deadlines for these;
* monitor learners’ books and teacher records termly in their subject team, checking twice half-termly marking of student material;
* work with and support internal verification teams for particular vocational courses;
* assist their teams in the writing of Annual Report;
* organise papers and mark schemes for mock examinations;
* ensure mock examinations are marked according to the Board’s mark scheme and that the previous year’s grade boundaries are used to calculate current grades.

**29.0 Tutors**

The Tutors will:-

* monitor the progress across the subjects for each individual learner in their tutor group;
* alert the pastoral lead if there are concerns about the academic progress of one of their tutor group. This contact should occur as the need arises and not wait until a formal review at the end of the academic year;
* refer to the current datasheets showing the subject grades for their tutor group, which is updated every term;
* write references for learners who complete their courses at the end of Year 11 and Year 12;
* at end of Year 12, Tutor reports are compiled from the UCAS information supplied by subject teachers;

**30.0 Pastoral Team (as applicable)**

The Pastoral Team will:-

* monitor the mentoring process within their teams and intervene where needed;
* lead training on the mentoring process;
* use the progress reviews and coursework programmes to support tutors and plan intervention;
* regularly review those learners (or groups of learners) who are underachieving discuss these with tutors subject teachers/leaders and involve parents quickly;
* monitor and check the quality of the records of progress;
* co-ordinate the collation of the annual reports;
* ensure parents are informed whenever there is cause for concern about a learner’s achievement.

**31.0 Senior Leadership Team**

The Senior Leadership Team will:-

* to work with staff and curriculum leaders to analyse progress indicators data;
* ensure teachers and tutors are provided with accurate timely data for each learner;
* to support subject leaders in identifying areas of underachievement and discuss and advise on intervention strategies;
* to analyse whole year group data and identify possible areas needing support;
* discuss individual learners causing concern and agree the plan of action.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Descriptor (in line with Blue Sky self evaluation gradings)** | **1. Set high expectations which inspire, motivate and challenge pupils** | **2. Promote good progress and outcomes by pupils** | **3. Demonstrate good subject and curriculum knowledge** | **4. Plan and teach well-structured lessons** | **5. Adapt teaching to the needs and strengths of all pupils** | **6. Make accurate and productive use of assessment** | **7. Manage behaviour effectively to ensure a good and safe learning environment** |
| **Clear** **strength** | Delivery focusses on each learner.Lesson obectives are jointly negotiated and met.Classroom is built on mutual respect and growth. | Wisdom and growth.Above National for most | Offers support and guidance to other subject teachers.Mastery evident. | Closes the gapRefined and fluentAdapts to needs of learnersRoutines are implicit | Personalised approach to learning. | Closes the gapPersonal to studentHigh level questioningFrequent pitstops | InterdependentEnthusiastic |
| **Exceeds the statement on occasions** | Delivery focusses on the learner.Lesson objectives are frequently reviewed and met.Clear respect for teacher and class | AchievementAt National for all and above for some | Knowledge is growing outside of curriculum areaExpert | Routines embeddedStructured lesson with frequent pitstopsVariety of skills/style employed | Students at all levels are challenged and supported | Defines curriculum excellenceDIRT fully embedded which secures progressionAFL effective | EngagedActiveHardworking |
| **Meets the statement** | Delivery focusses on the plan.Lesson objectives are clear and met.Respectful classroom | Missed opportunities but progression for most evident.At national for most | Secure knowledge of this curriculum area | Evidence of planningStarter, development and plenary | Levels of differentiation clear | ConsistentCAR marking policy followed | CompliantOn task |
| **Development needed** | Delivery focusses on survival.Lack of expectation of students.Lack of respect in classroom. | Lack of progressBelow national  | Subject knowledge not evidentGaps in knowledge | Lack of evidenceDisorganisedRoutines not evident | No differentiation | AfterthoughtIneffectiveLack of evidence | Disruptive |

| **WMG ACADEMY: lesson observation form** |
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|

| **Teacher:** |  | **Date:** | **Period:** |  |
| --- | --- | --- | --- | --- |
| **Subject:** |  | **Class:** | **Observer:** |

 |

| **pre-observation preparation (Use SISRA & CHOOSE 3 focus STUDENTS)** |
| --- |
|  **Focus Student:** | **Name:** | **Book check?** | **Focus Student:** | **Name:** | **Book check?** |
|

| Overall level of progress for this class: |   | N/A | Selected Pupil Premium student: |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |
| Student exceeding expected levels of progress: |  |  | Selected SEN student: |  |  |  |
|  |
| Student making expected levels of progress: |  |  | Selected Most Able student: |  |  |  |
|  |
| Student not making expected levels of progress: |  |  | Selected EAL student: |  |  |  |
|  |

 |

| **Lesson observation commentary** |
| --- |
| **Time** | **Commentary – describe** | **Impact on learning** |
| **SPOT FILE CHECK** |  |  |
|  |  |  |

|  |
| --- |
| **POST OBSERVATION FEEDBACK** |
| **Comment (areas of strength):** |  |
| **Action (areas of development):** |  |
| **Reflection (from teacher):** |  |