

St Benedict's Catholic College



Teaching and learning policy

Date Reviewed	March 2023
Date of next Review	March 2026



Our curriculum will provide a broad and balanced education for every student in our care both inside and outside our classrooms. Through coherent planning and incremental sequencing (interleaving) of each subject's curriculum, every student will deepen their substantive knowledge and cement skills acquired and developed at KS2 in order to build towards a rewarding and successful future beyond KS4.

With Christ at the centre, we will support students' moral, social and cultural development in a way that reflects our Catholic ethos whilst also ensuring they realise the importance of an active, healthy lifestyle.

Our high expectations, married with appropriate levels of challenge and support will ensure all students can access their learning, improve their attainment and fulfil their potential. All staff will endeavour to ensure all our students are active and engaged during lessons whilst also sparking a curiosity to pursue independent learning beyond the classroom. We will nurture the self-confidence and deepen the resilience of all our students so they can thrive and strive for excellence in all they do.

1. Purpose of the policy

The purpose of this policy is to:

- Ensure that our college provides high quality learning experiences both inside and outside the classroom that lead to consistently high levels of achievement for all
- Set clear expectation of what students do, what staff/teachers do, how time is managed, the organisation of the classroom and what the college does to create a purposeful, engaging and well-managed learning environment in which every student can thrive
- Provide a common language and understanding of how outstanding and consistently good teaching leads directly to measurable, sustainable and positive learning outcomes

1.1 Our Guiding Principles

1.1.1 College ethos

St Benedict's seeks to ensure that our students leave the college not only well educated but, as valuable members of God's family, able to contribute to the wider world in a positive, meaningful and rewarding way.

1.1.2 Teachers' learning

All teachers are leaders of learning and demonstrate through their own passion for and commitment to their subject(s) that they are lifelong learners. This expertise will be harnessed and channelled to support the continual improvement of teaching and learning across the college guided by the agreed areas for improvement stated in our college improvement plan (CIP). Observations from the previous academic year will be used to inform the areas for development in our college improvement plan which will then be addressed through our professional development programme and departmental improvement plans. Bespoke professional development is essential in supporting, developing and energising both teaching and support staff towards consistently impactful high-quality teaching. Teachers are regularly reminded that it's a professional obligation to take responsibility for developing their own teaching practice. All teachers are encouraged to create and share new ideas, resources and approaches with colleagues both inside and outside of their departments.

2. Teaching and learning with children

We believe that children learn best when :

- they are happy and feel safe
- they are engaged, motivated and resilient
- their learning is connected to the "real world" – both past and present
- they have a clear sense of *why* they are learning – big picture/cultural capital



- they achieve success and are rewarded as a consequence
- they are given tasks which match and extend their ability
- they are provided with clear and consistent instruction
- they feel secure and are aware of firm boundaries and clear consequences

2.1 The learning environment

Learning takes place in a climate which:

- is stimulating, inspiring, engaging and purposeful
- is organised and well resourced
- is encouraging and appreciative
- is welcoming and accessible to all
- provides equal opportunities

2.2 The learning experience

This should be organised to ensure that children have the opportunity to:

- develop their spirituality
- thrive academically
- strive for excellence
- enjoy their learning by actively contributing to lessons
- revisit their learning in order to cement and secure new skills and knowledge
- be creative and use their initiative to solve problems
- develop independence and resilience
- work individually, in groups and as a class to...
 - develop social skills
 - discuss and develop their ideas
 - make decisions
- receive timely formative feedback and support to identify and address areas for development

2.3 Roles & Responsibilities

2.3.1 Role of governors

The Governors will support, monitor and evaluate the effectiveness of the teaching and learning policy on an annual basis. Through the Pastoral and Curriculum committee, governors will robustly challenge the college's strategic procedures to support high-quality teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the college buildings and premises are best used to support successful learning and teaching
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective learning and teaching strategies are in terms of raising student attainment
- ensure that staff development and performance management policies promote high-quality teaching
- monitor the effectiveness of the college's learning and teaching policies through the college self-review processes. These include reports from the senior leadership team on examination results and all aspects of the curriculum

2.3.2 Expectations of college leadership team

The senior leadership team (SLT) at our college will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the college



- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly

The (SLT) sets priorities and targets for improvement at whole college level based on evidence gained from monitoring procedures. They track progress made against the targets of the CIP. Monitoring and evaluation principally takes place through:

- line management of middle leaders
- Fortnightly RSL strategy meetings reviewing the latest student data
- ½ termly HOD meetings
- classroom observations of teaching
- learning walks and 'Drop-ins'
- book/work scrutinies across faculties, subjects and sub-groups

2.3.3 Expectations of faculty/subject leaders

Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of students' achievements and setting targets for improvement.

This is achieved by:

- regularly reviewing and evaluating the suitability of the subject's curriculum and making adjustments where necessary to ensure its broad and balanced
- using an interleaved approach to curriculum planning so that different topics are woven together and lessons/units of work are sequenced to allow for regular retrieval practice ('Do Now' lesson starters) to help cement and secure key substantive knowledge while also filling gaps in knowledge related to student absence
- regularly evaluating how planning and teaching within their subject meets the demands of the planned curriculum to ensure coverage, continuity and progress for all students
- Timetabling their subject and sequencing their lessons to allocate time for students to achieve breadth and depth, to fully understand the topic and develop and demonstrate excellence
- ensuring that effective resources/approaches are shared appropriately by all members of their department/faculty in order to sustain improvement and good practice
- establishing and implementing clear policies and practices for assessing, recording and reporting on student progress and setting targets for further improvement in line with whole college policies
- analysing and interpreting data on students' performance against college expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual students and key groups (e.g. Gifted & Able students, gender groups, vulnerable groups, IDACI)
- monitoring students' work through work scrutiny: regular sampling, moderation and benchmarking of home-learning, classwork, students' responses and attitudes in order to make a comparative evaluation of students' work against other classes and year groups to ensure quality and consistency and to implement strategies for improvement
- supporting teachers regularly and giving constructive feedback in line with the college's Appraisal Policy and our lesson observation form as part of performance management
- evaluating progress of teaching and learning targets in departmental development plans, in line with the College Improvement Plan
- preparing an annual department self-evaluation and improvement plan
- reporting termly to governors about new initiatives within their subject as well as a short summary of key activities/trips/events during that period



- using their budget effectively to resource their subject providing teachers with necessary resources to engage and support all students

2.3.4 Expectations of raising standards leaders (RSLs)

Raising standards leaders are responsible for the monitoring and evaluation of the overall progress and experience of groups and individuals in their year groups.

This is achieved by:

- monitoring the progress and potential of the year group, and using student data to identify and set targets for specific students according to their needs, e.g. underachievement, able students
- triaging appropriate interventions following data capture points through LABS meetings with their line manager
- maintain an overview of the experience of students in their year group by e.g. monitoring SIMS data, use of the inclusion and exclusion, cross-curricular activities
- monitoring the work of tutors and quality of tutor time, e.g. checking of planners, prayers
- monitoring attitudes to learning through e.g. punctuality, attendance, home-learning, frequency of toilet visits and other disruptions; and reporting back to the SLT and to staff as requested
- communicate with parents/carers of those students who are underachieving in order to empower all stakeholders to identify the issues involved and support in finding the best way forward
- contribute to the design and delivery of staff CPD particularly half-termly Breaking Barriers meetings, highlighting targeted students, sharing strategies and showcasing new approaches to teaching and learning while reminding teaching staff about tried and trusted pedagogical approaches.

2.3.5 Expectations of subject teachers

- All students should be treated with dignity and fairness
- Teachers should be helpful, approachable, supportive and understanding of their students' needs
- Teachers are role models and should exemplify the behaviour that is expected of students. For example, teachers should treat students in a fair and respectful manner, recognising them as individuals with a distinct personality formed by a family background, their cultural heritage and/or religious beliefs; they are not just a member of a class.
- Teachers must ensure they are aware of any students in their classroom with special educational needs and employ a range of strategies through effective planning and adaptive teaching to remove barriers to learning in order to ensure that the student makes progress in line with their peers
- Teachers should have a strong understanding of modern and traditional pedagogical approaches in order to deliver effective teaching and learning as and when appropriate based on the needs of their classes and individual students
- Teachers should have high expectations of all students and be committed to inspiring and encouraging everyone they teach
- Teachers should adopt the departmental approach to planning and delivery of lessons which is an agreed 'minimum' expectation of what teaching and learning should look like in a specific department in order to maintain consistently high standards
- Teacher should listen to students' ideas and feedback in order to involve them, where possible, in the planning and delivery of lessons. They must make it explicitly clear through their knowledge of the curriculum and exam board assessment objectives how a student can make progress in the short, medium and long term
- Teachers should expect all students to make progress in each lesson relative to their starting points
- Teachers should regularly assess students' work and provide formative and summative feedback either verbally and/or in writing



- Teachers must regularly provide data that is evidence based on most recent classwork, home learning, in-class assessments and/or mock exams that can be shared with parents/carers.
- Teachers should understand and account for the gaps in learning due to the Covid pandemic and use effective strategies such as retrieval practice and interleaving to ensure these gaps are addressed.
- Teachers should be assertive and exercise effective classroom management. They should be consistent in applying college policies such as the “C” system and actively seek support from their department or an appropriate member of the pastoral and behaviour team if needed
- Teachers should be knowledgeable and enthusiastic about their subject disciplines
- Teachers are expected to be organised and prepared for their lessons and able to adapt to unexpected circumstances (e.g. remote learning)
- Teachers are expected to be on time to lessons and show consideration for their peers by ensuring students depart for their next lesson in a timely fashion
- Teachers should show consideration for staff who share their classroom by keeping their desks clear and ensuring the room is left tidy. Similarly, those staff who are using rooms intermittently should ensure that the classroom is left as it was found: tables straight, chairs under, desk clear of stationery and paper, whiteboard clear of writing etc.

2.3.6 Expectations of form tutors

Form tutors are responsible for contributing to, and monitoring the progression, well-being, and attendance of individual students in their tutor group and for providing support and advice to those students, both socially and academically.

This is achieved by:

- monitoring academic progress and attitudes of individual students through regular discourse and tracking their academic progress
- encouraging and developing the ability of students to evaluate and take responsibility for their own learning
- monitoring of behaviour, home learning, stationery/equipment, use of planners, rewards and consequences, uniform and attendance
- following the behavioural, referral, rewards & consequences policies and procedures where appropriate
- supporting students in completing weekly numeracy and literacy activities as well as regular student voice activities to make sure form time is a purposeful and vital part of the college day
- attending regular year team/breaking-barriers meetings to discuss concerns and identify strategies to support individual students
- promoting the health and well-being of students
- referring concerns about the welfare of students to a member of our safeguarding team via CPOMS
- planning and delivering thought provoking, informative and engaging PSHE lessons each fortnight that are sensitive to the needs and age range of their students

2.3.7 Expectations of support staff

- Know assigned students well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use effective marking and feedback as required (verbal or written)
- Feedback observations of students to teachers at the end of lessons or as appropriate
- Ask students questions to make sure they've understood expectations for learning
- Identify and use resources to support learning e.g. sentences stems/writing frames
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners



2.3.8 Expectations of parents

We believe that parents have a fundamental role to play in our students' learning. Parents and carers of students at our college will:

- Value learning and encourage their child as a learner
- Ensure their child is prepared and equipped for learning every day
- Support good attendance and where absence occurs be open and honest with the college as to the reasons why
- Participate in regular discussions about their child's progress and attainment
- Communicate with the college to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning / remote learning
- Ensure there are appropriate reading materials at home to support their child's literacy

We do all that we can to inform parents about what and how their children are learning by:

- holding annual parents' evenings and special face-to-face events such as college masses and celebration assemblies
- sharing detailed, up to date curriculum maps
- allowing 24/7 electronic access to their child's attendance, achievement and behaviour data
- sending regular reports home every term on standards of behaviour, levels of home-learning, attitude to learning and academic progress in all "assessed" subjects
- maintaining regular dialogue with parents about how they can support their children with various learning activities throughout the year

2.3.9 Expectations of students

- Students are expected to take responsibility for their own learning and strive to become independent, lifelong learners
- Students are expected to show respect for themselves and all other members of the college community
- Students must behave in a way that allows themselves and others to learn. This includes listening when others are speaking and supporting others when they are developing ideas
- Students need to learn to be resilient when things do not go as planned
- Students are expected to be organised and come to lessons, on time, with the correct equipment for their learning activities
- Students are expected to actively contribute to tasks and discussions in lessons
- Students are expected to approach their learning with enthusiasm and a positive attitude
- Students should meet deadlines for home learning/projects/course-work
- communicating home-learning deadlines/expectations/equipment requirements etc via our home-learning diary, the Class Charts app and other subject specific platforms
- sharing day to day learning and celebrating success via departmental and whole college social media pages
- inviting parents to our annual Shining Stars assembly as well as our GCSE certificate presentation evening.

2.4 Teaching and learning: procedures and processes

2.4.1 Planning and preparation

Teachers will plan lessons which:

- allow students to make at least good progress in their learning
- are engaging, enjoyable and interesting through links to real life contexts, future careers, assessment grades and exam criteria
- ensure that an appropriate learning objective is threaded through each lesson in a clear and measurable way



- use a clear structure which helps students to understand how to improve
- allow students to develop and practice higher order thinking skills such as creativity, synthesis, evaluation, analysis, problem solving, decision making and application
- are differentiated for varying needs by task, resources, outcomes and/or method
- employ adaptive teaching to ensure all learners can access content and any misunderstanding/confusion is quickly addressed
- use stimulating resources including use of ICT and e-learning, which are differentiated/adapted as appropriate to the students
- provide varied pace and high levels of challenge for all students
- use effective questioning and AFL techniques to direct and challenge students
- weave as much substantive knowledge and as many Tier 3 words relevant to their subject into classroom discussion and written tasks
- incorporate the college's literacy and numeracy directives such as the use of Tier 2 vocabulary common across the curriculum
- meet external requirements
- are informed, when appropriate, by prior learning

2.4.2 Teaching styles

Teachers will use teaching strategies which:

- allow students to work both independently and collaboratively, and which contribute to one another's learning;
- use positive behaviour management and encouragement for students to achieve, including praise and rewards according to college policy;
- utilise idiosyncratic approaches that help students to understand the teacher's personal enthusiasm for the subject, allowing the content, skills and knowledge to resonate on a deeper and more meaningful level
- use a variety of effective AFL questioning and discussion techniques to check progress, deepen understanding and ensure all students are active and engaged in their learning e.g. No hands up / Pose-Pause-Pounce-Bounce / Phone a friend / Hinge Point Questions, Paired / Group etc

2.4.3 Individual needs

Teachers will:

- be aware of the specific learning needs of their students e.g. literacy, dyslexia, ASD, pupil premium, able gifted and talented
- consult with SEND department about the needs of individual students when appropriate
- work with teaching assistants and other adults to ensure students are best supported in their learning
- regularly refer to information from IEP/one plan/risk assessments and care plans in their planning to differentiate work for individual students
- be aware of students' medical and additional needs including any pertinent personal issues – past or present
- Teachers will ensure their planning is differentiated appropriately to meet the needs of all learners in their classroom, including:
 - Students with special educational needs and disabilities (SEND)
 - Students with English as an additional language (EAL)
 - Disadvantaged students
 - Students that are high prior attainers
- Teachers will clearly demonstrate a range of strategies to do this, for example:
 - Using support staff effectively to provide extra support
 - Using ability groupings for certain subjects where appropriate
 - Providing writing frames and word banks



3 Home Learning

Home learning is defined as tasks, research and revision that are expected to be completed outside of the timetabled curriculum. It contains an element of independent study and is integral in the development of effective study techniques and raising student attainment. Not all home learning is done at home; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school in some cases with the support of staff.

3.1 Home learning is set in order to:

- Encourage students to develop effective study skills and time management techniques and the self-discipline needed to be lifelong learners
- Cement, secure and extend the material covered in lessons
- Prepare students for new learning activities (Pre-learning)
- Enhance opportunities for independent learning
- Involve parents and carers in pupil learning by creating channels for home-school dialogue

3.2 Therefore, home learning at St. Benedict's should meet at least one of these core principles:

- **Embed** - consolidate learning that has taken place in the classroom e.g. revision for assessment or learning key knowledge
- **Practice** - refine knowledge and procedures learnt in the classroom based on feedback from the teacher e.g. redrafting or improving work
- **Extend** - move learning beyond what has been achieved in the classroom e.g. adding breadth to existing knowledge
- **Apply** - use learning from the classroom to complete a specific task e.g. writing a practice exam question based on content covered in the lesson.
- **Prepare** - Look ahead to future learning e.g. researching a given topic prior to the lesson

3.3 Roles & Responsibilities

3.3.1 The Role of the Subject teacher

- Set tasks which promote the acquisition of knowledge and understanding in subjects.
- Set tasks which have a clear criterion, are specific and do not disadvantage students (i.e. requiring access to a wide range of resources)
- Publish independent learning tasks on Class Charts in line with the prescribed amount and frequency
- While Teams can be used to share resources, please ensure all home learning tasks/assignments with a deadline are set via Class Charts so enable parents/carers to monitor
- Ensure the submission of independent learning tasks is recorded either through Class Charts or through professional records as per department guidelines
- Moderate the submission of home learning tasks and address non-completion by identifying any barriers to non-completion
- If all barriers have been removed and home learning has not been completed on a regular basis (i.e. three consecutive occasions or repeatedly over a period of time), the class teacher should contact home via either email/phone
- Liaise with their head of department when non-completion concerns continue There must be evidence that the above has taken place before the HOD becomes involved
- Praise and encourage students who have a good work ethos and complete home learning well

3.3.2 The Role of the Head of Department/Single Subject Lead

- Monitor the setting of home learning in their subject using the Class Charts tracking facility and through monthly reports produced centrally
- Ensure that home learning tasks are effective and follow the agreed protocols



- Monitor the non-completion of home learning in their subject and support as appropriate
- Liaise with the Progress Leader where additional support is needed

3.3.3 The Role of the Raising Standards Leader

- Monitor the completion of home learning across their year group
- Identify students who are not completing home learning on three occasions in three subjects or more
- Speak with the student I to identify potential barriers to learning and seek to address these issues
- Monitor pupil completion of home learning and liaise with parents / Class teachers / Heads of Department as necessary
- Promote the importance of home learning to all students via regular assemblies

3.3.4 The Role of Senior leader

- Ensure clear communication regarding the setting of home learning to students, parents and staff
- Run a termly report to be discussed in line management meetings that analyses the setting of home learning tasks and the monitoring of submission
- Guide staff through professional development and research to the effective use of home learning

3.3.5 The Role of the Parent/Carer

- To support by helping to provide a quiet space to work where possible
- To support your child with organisation and time management
- Help your child to establish a home learning routine
- To use Class Charts to monitor the home learning that your child is completing
- To offer support and guidance if necessary

3.3.6 The Role of the Student

- To listen to all home learning instructions and ensure comprehension
- To check Class Charts to ensure home learning is completed correctly and on time
- To attempt all work to the best of their ability
- To inform the class teacher of any difficulties that arise

3.4 Home learning Support Process

Home learning tasks may not be completed for a variety of reasons and not all are behaviour related for example:

- Lack of ability to manage time effectively
- Lack of ability to self-regulate
- Lack of a home learning routine
- Lack of quiet study space
- Lack of necessary resources
- Lack of understanding of the value of independent study

Where home learning is not completed we aim to identify the reason for this and provide support rather than automatic consequences. Support will seek to identify the barriers to home learning completion and may include:

- Allocation of resources including hardware
- Allocation of a quiet study space at lunch time / end of the day
- Referral to home learning support via SEN
- Support with organisation
- Support with time management



3.5 Home Learning Frequency

- At KS3, the minimum number of independent learning tasks that should be set for students is 2 (max. of 45 mins. completion time per task) per core subject per 2-week cycle and 1 task for other subjects per 2-week cycle (max. of 45 mins completion time).
- At KS4, the minimum number of independent learning tasks that should be set for students is 2 (max. of 1-hour completion time per task) per core subject per 2-week cycle and 1 task for option subjects (max of. 1-hour completion time per task)
- If projects are set with an end of term deadline, the time should be allocated week by week so students can manage their work in other subjects.
- Staff should allow students sufficient time for the home learning to be completed and should not ask for home learning to be completed for the next day unless it's brief (5-10 mins) and necessary for the next day's lesson/retrieval practice / Do Now starter activity etc.
- Home learning frequency is a guide only and should not limit students in any way.
- Via our *Did you Know?* strategy, students are encouraged to complete additional proactive study that sits outside of the prescribed home learning tasks. This is particularly important at KS4.

4. Continuous professional development (CPD)

Teachers will:

- Fulfil their professional obligation to improve practice by seeking to:
- avail of the college's CPD programme across the academic year, ensuring they're open to the ideas and approaches suggested, always looking to improve their lesson planning and delivery
- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning at subject meetings in order to share good practice;
- improve elements of their own teaching practice through targets set via performance management process through internal and external CPD

5. Reviewing, monitoring and evaluating the quality of teaching and learning

The rationale and key principles agreed are:

- All staff should feel supported in their development and feel valued in the process.
- Observations are a developmental part of teachers' professional development and their practice and college evaluation of the quality of teaching and learning
- The college must be able to define its position based on the quality of teaching and learning when measured against the Ofsted criteria and to promote staff development to further improve outcomes for the students of St Benedict's
- All student facing staff should be aware of their strengths, areas for development and how they support department and whole college progress towards improvements
 - CPD supports personalised teacher development
 - The college is developing consistency in lesson observations and the provision of feedback that is timely, constructive and supportive to encourage development.
 - Quality of teaching observations will be observations with the head of department (HOD)/SLT link. The principal and vice principal will undertake regular learning walks

6. High Quality Marking and Feedback

Students' exercise books or (digital) folders should show evidence of progression in all subjects to allow students, parents and subject leaders/SLT to review their learning and progress made against expected benchmarks. Clear marking and written feedback should be given regularly to ensure students are kept well informed as to how they are progressing.



6.1. All teachers should ensure their written feedback:

- is based on clear learning objectives and success criteria grounded in their subject's curriculum (how they are to be successful in the lessons set against targets and grades)
- focuses on improving standards in the subject and could take the form of WWW (What Went Well) or EBI (Even Better If)
- is personalised and informs student target setting in the subject
- can be understood by students of all abilities
- clearly identifies next steps for learning and regular opportunities are provided for students to respond in future learning
- is given in green ink for positive feedback and in purple ink/highlighter for formative comments/targets that need to be addressed. This must be coupled with an allocation of appropriate 'updraft time' for students to address these comments/feedback
- includes a review of extended writing for literacy/SPAG particularly Tier 3 vocab and build in mechanisms for students to address these errors e.g. SPX3 / Do Now starter activities / Home Learning
- reflects on the standards of presentation expected in students' books: headings/sub-headings underlined, neat, legible handwriting, no scribbling/doodling, no loose sheets

6.2 Frequency - Teachers must:

- aim to offer verbal feedback as regularly as possible to as many students as possible
- ensure that all substantial pieces of work, either in exercise books or in digital folders, are marked/reviewed at least once per half-term
- work to return all in-class assessments, homework assignments and mock examination papers within two weeks of completion
- build in regular peer assessment (PA) and self-assessment (SA) to ensure students receive formative feedback on core curriculum objectives/substantive knowledge within each unit/half-term

6.3 All students should be able to:

- Routinely use written feedback to reflect on the strengths and weaknesses of their work and to identify ways in which they can improve.
- Lesson time should be devoted to giving students opportunities to act on the feedback given from prior learning and correct mis-spelling of key words and frequent grammatical errors
- Understand how feedback relates to their longer-term goals so they can set their own targets for improvement
- Be clear in their work where they have improved in response to feedback
- Carry out SA and PA regularly in lessons to develop their understanding of assessment criteria. All SA and PA should be labelled accordingly so HOD/SLT can track the variation and frequency of assessment practice

6.4 Assessment, recording and reporting

Teachers will:

- assess students' work regularly according to the college assessment policy and marking policy;
- use analysis of assessments to inform their teaching and support students' progress;
- use data to inform planning to ensure students are working at their full potential and set targets to achieve this;
- liaise with parents/carers and appropriate staff (form tutors/RSL's) within college to address students' progress or underachievement in order to support and remedy

6.5 Moderation procedures

All teachers are responsible for maintaining the quality of assessment and feedback in their classroom through on-going evaluation of their assessment systems. It is monitored and evaluated by staff through performance management, formal and informal observations, teaching and learning review meetings, curriculum reviews and work scrutiny.



6.5.1 Purpose of moderation

- To verify that assessment is accurate within and across subjects
- To ensure that all work is appropriate for the ability level of students
- To provide the necessary level of stretch and challenge
- To ensure that appropriate age-related subject expectations have been planned for in order to raise standards
- To ensure that information given to parents is accurate and consistent
- To verify that assessment is consistent with other schools

6.5.2 Internal moderation procedures

- All subjects/faculties complete internal moderations of pupil work, assessment progress grids and data inputs prior to each data entry
- HOF/HOD will be afforded time to review end of term/assessment data before the final data drop deadline. This grace period must be used to ensure subject deadlines have been met before reviewing and substantiating the data entered and challenging any data that seems incongruent with the expected flightpath.
- Raising standards leaders will then review and analyse the data post HOF/HOD deadline looking at trends across and between departments and using this information as a point of discussion in their strategy meetings with the SLT line manager.
- SLT are responsible for monitoring the quality of assessment and feedback in their areas as outlined in the assessment calendar.

6.5.3 Work/Book Scrutiny

- Work scrutiny will include departmental work scrutinies carried out by all members of the department, individual work scrutinies carried out by the HOD and SLT link (initially).
- Every half term, the senior leadership team will carry out a random sample of a chosen dept./faculty or student sub group to provides an effective review of the quality and consistency of students work and teacher feedback across all subjects, highlighting any differences in the students' attitude to learning in the various subjects.
- The HOD will receive a detailed overview of the strengths and areas for development of the quality of work and presentation following an SLT book review.

6.6 External validation of the internal evaluation of teaching and learning:

In order to continue to support department development and to act as a validation of department progress against the CIP, the college will, where appropriate, employ department review periods with, wherever possible, additional capacity being drawn from external sources. Such a review would include external partners; School-to-school/Diocesan partners. The department review should also include either the HOD to supplement the team, similar to the process of the principal with that of Ofsted team meetings.

7. Individual support programmes

Individual support programmes will be implemented to support any teachers who require it and, wherever possible to avoid teachers reaching the stage of capability procedures. Coaching and mentoring will form a significant part of any ISPs.