# Teaching and Learning Policy

The Academy Teaching and Learning priority for 2020-21 is to focus on consistency whilst maintaining creativity. Below is a summary of expectations for most lessons. It is essential that Garforth teaching staff follow the common threads as this will increase consistency across the Academy.

Commonality:
- Teacher circulation
- Meet and greet at the door
- Standardised lessons/resources must be differentiated
- Hands up for silence
- Green pen used for pupil response to feedback
- Praise board
- Consistent use of Conduct System – Cs in Sims
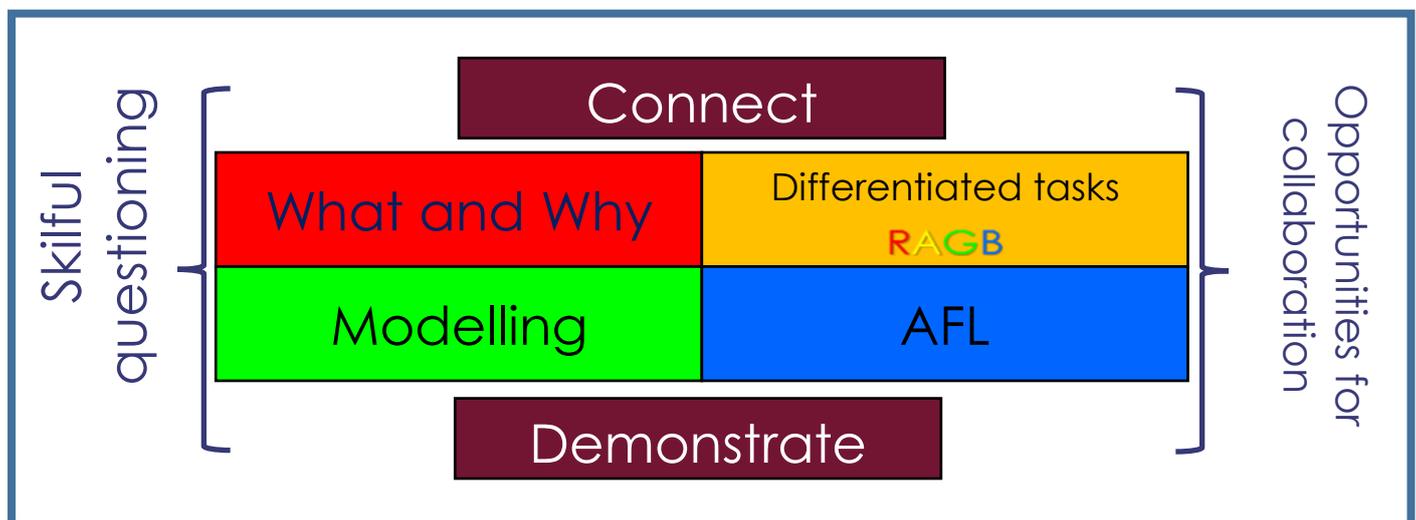
WHAT and WHY

- Each lesson needs to include a 'What' and 'Why' for outcomes. These should be on the power point/board (unless not in a classroom) and be discussed. The same 'Why' can apply over a number of lessons. Effective outcomes are short and snappy with vocabulary that is accessible for the students who you are teaching but doesn't simplify the language that will detract from the learning.

  What - the skill/factual knowledge/topic/task.
  Why - the CONNECT to the bigger picture and deeper understanding – how does it link to prior learning/SMSC/other curriculum areas? Why do they need this skill?

RAGB

- Lessons must be differentiated with tasks identified by complexity through the colours below. Develop a task that has 4 parts to it or 4 completely different

tasks that are linked in some way. The parts/tasks are colour-coded, with the easiest being red and the hardest being blue. Students may make a selection from the given tasks (identifying their selection through the coloured cards in their planners) or be directed towards the relevant tasks. These can be verbal, practical or written responses dependent on subject and relevance. The selection of tasks should be referred to in verbal and written feedback, where appropriate. Lessons need to recognise **connecting** to prior learning as well as **demonstrating** their knowledge through these tasks.

RAGB Differentiated tasks:
- Scaffolded, high support task
- Less supported task
- Challenging task requiring application of knowledge
- Highly sophisticated task possibly linking to the bigger picture (and the WHY of the lesson)

Bloom's Taxonomy can be utilised when developing differentiated RAGB tasks with Red and Amber linking to the lower sections of the pyramid and Green and Blue linking to the higher sections.
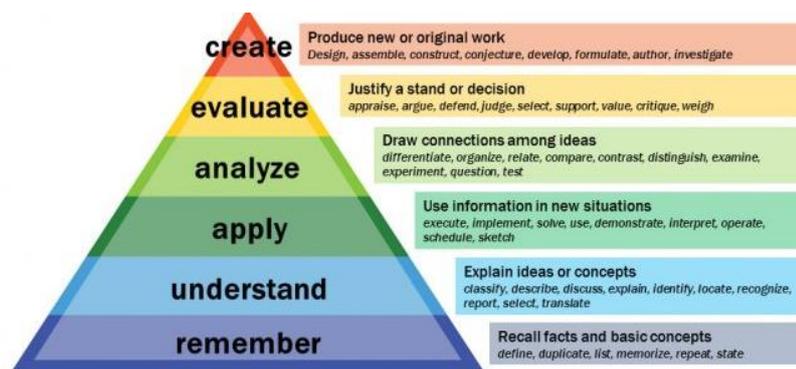
Modelling
- Teacher modelling for or with the class in order to up-level or explore success criteria is an essential part of lessons and commonality in the use of this approach should be embedded.

AFL and skilful questioning
- Assessment for Learning is considered through the Marking and Feedback Policy. AFL can also be incorporated into lessons through the use of skilful questioning. Questioning can at times be through hands up but primarily through careful teacher selection or use of the random name generator on the Teacher Toolkit to ensure all students have the chance to demonstrate their learning. Staff can export SIMS classes into the random name generator and can weight it so that students can be targeted more than others. Students should not opt out with 'I don't know' and should be supported to reach the answer or bounce round the room before returning to the original student to give the answer in full.

Collaborative Learning

- It is essential that students are actively engaged in their learning. This may involve modelling a task with one group to the rest of the class and then introducing a new task using the same structure. Collaborative Learning strategies were explored through triads and showcased. These ideas are in the Teaching and Learning section of the platform. There are also structures available on the Teacher Toolkit such as:

Active Listen - then Record

1) The teacher shares a chunk of information, either verbally or using multi-media. Learners give their **full** attention.

2) The teacher stops and says "record it".

3) Students work in isolation to record the key points.

4) Partners compare notes and add any missing points - giving lots of praise.

5) One pair is selected to feedback.

6) Teacher adds any missing points.

7) Everyone praises the pair's recap.

Buzz and Go

1) Students are given a sheet of paper each.

2) They have 2 minutes to list as many features as they can about a given topic on their individual sheets.

3) Each student then passes their list clockwise to the next student, who has an additional 1-minute to extend this list by checking it and adding any missing ideas.

4) It is passed on again, where a further 30 seconds is provided.

5) Finally, it is passed on to a fourth student who is given 15 seconds.

Note - timings should be altered to fit the task.

Curriculum Intent and Design

All subject areas within the Academy will have a teaching programme that ensures students are given the opportunity to achieve their potential whilst expanding their knowledge and understanding. All department members, under the leadership of the HoD, should be aware of the reasons behind the organisation and structure of their GCSE courses. For example; why certain topics precede others as necessary to build skills/knowledge or in response to examination unit feedback and data. The content delivered to students should be differentiated as appropriate (RAGB) and preceded by "What and Why" to ensure students understand what content they are learning and why it is relevant to understanding the bigger picture. Where possible, departments should liaise with the teaching of cross-curricular content to ensure a consistent approach. Teacher feedback should be regular and effective providing students with guidelines for next step improvement and the opportunity to correct previous mistakes.

Throughout their time at the Academy students should be offered support and guidance at all opportunities. Guidance meetings are started in Year 10 to ensure students are fully prepared for their future life in addition to regular PSCHE lessons/drop down days to cover topics relating to the wider world in which we live.

As students start KS4 the options process aims to provide a broad and balanced curriculum – most students will study a minimum of 9 subjects, including a combination of GCSE and Vocational as appropriate. The subject combinations offered to students will be kept as broad as possible and amended each year to maximise personal student choices each year as required. All students in Year 9 will undertake a 6 week enrichment programme to partake in a new skill during the summer term.

The choices for each student will reflect the needs of the individual learner - 4 pathways (green, purple, yellow, blue) are allocated depending on ability/need:

- o Green – staggered options during Years 9 – 11 (completion of 1 GCSE at end Yr 10) to allow students to complete a second option subject to maintain breadth/diversity without compromising curriculum time and hence potentially progress of other qualifications;
- o Purple – staggered options during Years 9 – 11 (completion of 2 GCSEs at end Yr 10) to allow students to complete an ICT qualification to enhance their skills in current ICT based climate (highlighted by parents from feedback as a priority) and to provide time for support in Yr 11 with any core subjects that require additional time;
- o Blue/Yellow – an option focussing on increased life skills to enhance the needs of our most vulnerable/lowest ability students, to ensure they are supported as required. Level 1 courses used as stepping stones to Level 2 qualifications.

Students will certificate in at least one option subject at the end of Year 10 to allow additional time in Year 11 to focus on Core/Ebacc subjects. Allowing students to complete courses in Year 10 will aim to support students to manage workload and pressure of exams and hence maximise their potential and allow them to partake in other non-academic based activities to provide balance to their lifestyle and broaden their outside interests and skills.

Garforth Academy Marking and Feedback Policy 2019-20

Principles:
- Feedback and assessment must have impact. Effective feedback means that students recognise **what they can do**, **what they can't yet do** and **how they must improve**.
- Highly effective feedback has many different forms and evidence bases, all of which should be used to accelerate student progress.
- Marking and assessment must be regular, but may differ across departments depending on contexts.
- Students' work should evidence the quality of their learning experience and progress over time.
- Feedback practice should be regular practice but not onerous practice.

Feedback strategies in the lesson
Teachers must make use of immediate feedback strategies. Teachers will:
- give immediate and meaningful verbal feedback to students in the lesson (without a requirement to record);
- use contextual live marking to give immediate feedback to targeted students;
- utilise Assessment for Learning tools, such as the use of the Teacher Toolkit and student planners.

Teacher modelling and exemplars
It is important to focus on the end product showing students the process, construction and assessment of key pieces of work. Teachers will:
- use frequent modelling, such as the physical modelling of a practical activity or demonstrating the process of constructing written work;
- share examples of student work using a visualiser or physical demonstration;
- provide exemplars so that students are clear about what is expected;
- share success criteria and demonstrate how to apply these, so that students are clear about how marks are awarded.

Peer and Self-Assessment
Lessons should give students opportunities to look at and learn from each other's work, including the work of the teacher. Peer and self-assessment:
- should be modelled so that students can make a positive comment, a specific improvement point and helpful advice about how to move their learning forwards;
- could be given as verbal feedback where appropriate to the needs of the subject, particularly in practical subjects;
- be informed by clear success criteria, either provided by the teacher or generated collectively with the students;
- should be used with regularity.

Green pen = student acting on feedback

DIRT (Dedicated Improvement and Reflection Time) should be used regularly to enable students to responsibly edit, revise and enhance the quality of their work.

High expectations of presentation and technical accuracy should be modelled and encouraged.

Consistency is essential for students. Each Department will only use one or more of the marking styles below. Frequency, regularity of peer/self-assessment and additional aspects of feedback specific to the department are detailed in the Departmental Marking and Feedback Policies which must not contradict the Garforth Academy Marking and Feedback Policy.

'**Demonstrate and Connect' marking:**

- Students should complete a 'Demonstrate' task at the end of almost every lesson to show the progress they have made during the lesson.
- The title '**DEMONSTRATE'** (underlined) must be written in their books. The task is completed in **silence** and can initially be self or peer assessed
- Students hand their books in open at the last page used.
- Staff mark the demonstrate task by highlighting the title 'Demonstrate' with blue if the work surpasses expectation and shows conceptual understanding (might not be applicable to all Demonstrate tasks), green if the work is correct; orange if there are some mistakes and pink (red) if it is wrong and the student needs more support.
- If staff feel a comment, question or target is appropriate, they should write it below the demonstrate task and this must be responded to in green pen by the student.
- At the start of the next lesson students then complete a 'Connect' task **in green pen** that is linked to the previous lesson and corresponds to their marked 'Demonstrate'.
- The title '**CONNECT'** (in capitals and underlined) must be written in their books. The connect task may be self or peer marked in green pen as appropriate.
- There should be a focus on improving literacy with some demonstrate tasks being checked for subject specific literacy. Staff should try and rotate the type of tasks to ensure literacy skills, including common errors and full stops, are addressed regularly. Common errors can be addressed as part of the Connect.
- All assessments must have subject specific targets given using PIN and students must respond to the feedback and make corrections in green pen.

'PINS' Marking

- For subjects using extended writing or following an assessment, PIN should be visible in books to give targets and be followed with precise, guided green pen response from the student, focusing on up-levelling the work.

P – Positives (how has it met the success criteria)

I – Improvements in literacy (e.g. capital letters for proper nouns or a subject specific or common spelling error identified)

N – Next steps – how can they up-level their work? Be precise rather than a generalised target

S – Student feedback (green pen)

Assessment Grid

In addition to regular verbal feedback and PINS for written assessments, practical subjects can use Assessment Grids (see Appendix A for an example from Art and Appendix B for a generic example structure which can be adapted but must include clear success criteria). During the progression of a project/building of the skill, teacher comments and student comments must be recorded on a grid which includes success criteria and the opportunity for advice regarding up-levelling.

Literacy

Staff will be expected to be consistent in use of the marking policy when marking written work. Symbols will be placed next to the error. The Literacy Marking Triangle outlines the expectations for all Departments.

Whole School Literacy Marking Codes	
Symbol	Means
Sp	Spelling mistake
circled	Capital letter
G	Grammar
Ss	Sentence structure
P	Punctuation
||	Need new paragraph
Exp:	Explanation may need to be developed
?	Confusing expression

The Seven Deadly Sins

- Capital letters
- Full stops
- Its/it's
- Their/there/they're
- Your/you're
- Was/were
- Apostrophe – possession (the boy's coat/ the boys' coat) and contractions (can't/hadn't)

THE LITERACY MARKING TRIANGLE

All departments should mark for these tiers →

Full Stops Capital Letters

← Initially mark for the basics. Pupils need to get this right before moving onto more complicated SPaG.

Simple Spellings Subject Specific Vocabulary

← Pupils should be spelling simple words (4 letters and less) correctly. Correct these when needed. Mark for subject specific vocabulary.

Extended writing tasks should be marked for the 7 deadly sins →

The 7 Deadly Sins

← If pupils are successful on the last two stages mark for the 7 Deadly Sins. Underline and label with SP.

**Punctuation : ; , ""
Complicated Spelling**

← If all above are accurate mark for more difficult punctuation.

Appendix A

YEAR 7 INSECTS STEPS TO SUCCESS		Developing 😊	Meeting 😊😊	Exceeding 😊😊😊	Teacher/student comments/reflections/targets
5	**We are learning how to print** **What you need to do:** Create a series of prints from your card plate.	• Print is patchy.	• Printing is even with • range of tones visible.	• Two or more colours of ink have been used to create imaginative and even prints.	
4	**We are learning how to create a printing plate.** **What you need to do:** Use card to create a printing plate using your insect drawing as a reference.	• You need a lot of help with the cutting out. • Cutting may be uneven.	• Card has been cut neatly. • Two or more levels of card have been used.	• Card has been cut very skilfully. • Three or more levels of card have been used. • Independent working/ helping others.	
3	**We are learning how to add tones and textures to drawings.** **What you need to do:** Add a range of tones and textures working from photos and imagination to your insect design using pencil	• Pencil tone uneven • Work lacks variety of tone • Textures/ details all very similar	• Mostly neat and controlled pencil tone • Varied tones • Range of textures and details	• Very neat and controlled pencil tone • Full range of tones • Wide variety of imaginative textures and details	
2	**We are learning how to sketch out from a 2D image.** **What you need to do:** Create a skilful and well proportioned pencil drawing from one of your photomontage designs	• Work too small on paper • Pencil outlines very dark • Drawing isn't in proportion	• Paper filled well. • Light sketching. • Fairly accurate drawing – mostly in proportion.	• Paper filled well. • Light sketching. • Accurate drawing in proportion • Photomontage adapted/exaggerated to make the design more creative	
1	**We are learning how to create a photomontage.** **What you need to do:** Cut out insect images to create a new, imaginative, photomontage insect.	• Cutting looks rushed. • Gaps in arrangement of insect parts	• Neat cutting • Neat arrangement of insect parts	• Highly accurate cutting • Neat and imaginative arrangement of insect parts	

In this project I have learned:

I have improved:

I still need help with:

Teacher comments:

Based on this work, you are...

Developing the skills expected at this stage of Year 7

Meeting Expectations at this stage of Year 7

Exceeding Expectations at this stage of Year 7

More importantly, your effort grade is:

1   2   3   4

Comment:

Signed: **Date:**

Appendix B

Steps to success	Developing 🙂	Meeting 🙂	Exceeding 🙂	Teacher response	Student response