



Achieving Excellence Together

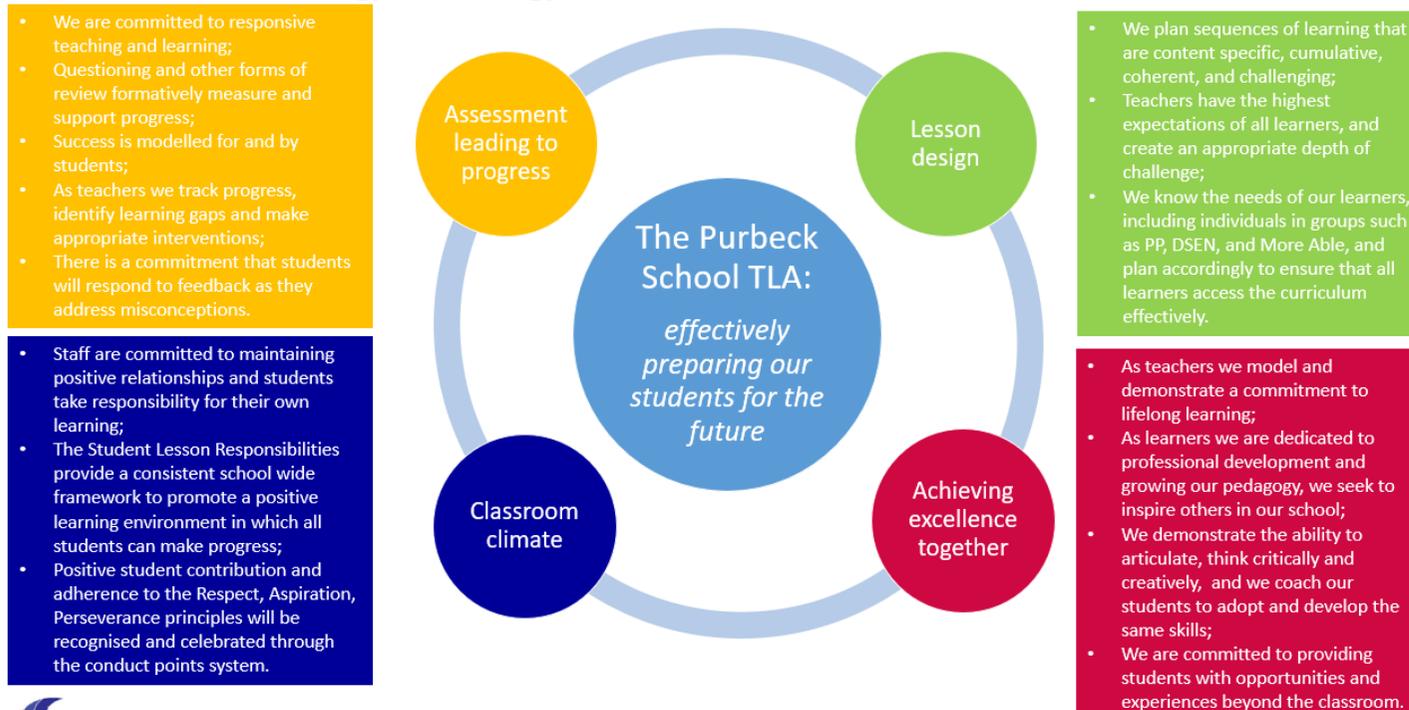
**Teaching, Learning and
Assessment Policy
December 2020**

In addition to maintaining excellent safeguarding procedures, staff at The Purbeck School are wholly committed to the provision of excellent teaching, learning and assessment practice. This is consistent with the Standards for Teachers [2012] document whereby teachers: *"make the education of their students their first concern, and are accountable for achieving the highest possible standards in students' work and conduct. Good teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; establish positive relationships with students and colleagues; and work with parents, carers and the community in the best interests of their students."*

The diagram below summarises The Purbeck School's principles of excellent teaching, learning and assessment:

Teaching, Learning and Assessment at The Purbeck School

Teaching, Learning, and Assessment at The Purbeck School



Rosenshine's Principles of Instruction

These principles very much reflect our approach at The Purbeck School.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW

MO TU WE TH FR

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

[continued]



The efficacy of these principles is explained effectively by Tom Sherrington:

It resonates for teachers of all subjects and contexts – because it focuses on aspects of teaching that are pretty much universal: questioning, practice, building knowledge. There are good examples from English and Maths lessons but other teachers could easily extrapolate to their own subject specific issues.

It does an excellent job in helping teachers to link practice to cognitive psychology, supporting the formation of a sound theory of action – that mental model teachers need providing a link between their actions and the learning process. There are multiple explanatory references to ideas about memory and cognitive load theory. For each practical strategy, there is an underpinning model based in evidence.

It has teacher-centred authenticity- it feels like Rosenshine knows what really goes on. The research is often based on linking classroom observations to student outcomes, and the examples given show a strong understanding of the real things teachers do.

There are four very clear strands that run through the 10 sections – reviewing material, questioning, explaining and modelling, practice. Each of one these can be a focus areas for improvement so there are multiple ways to engage with the ideas and to find a focus for deliberate practice.

Behaviour for Learning

Managing behaviour effectively is clearly essential to establish an effective learning environment.

This can be achieved by:

- establishing routines as defined by each room's poster and promote good and courteous behaviour in and around your classroom
- meeting and greet students at the door
- ensuring a calm and orderly entry and departure
- ensuring there is something for students to do as soon as they sit down
- using positive behaviour management strategies
- following the school behaviour policy to ensure consistency
- establishing and maintaining good relations with students
- using positive praise, sanctions and rewards fairly and consistently

Below is an extract from our **Behaviour Policy** – please see the full document at:

<http://www.purbeck.dorset.sch.uk/wp-content/uploads/2011/01/Behaviour-Policy-Sept-2017.pdf>

Expectations of Teaching Staff

In their school life we realise that children are impacted upon a great deal by staff working in the school. Building strong working relationships with students can make a huge difference in the life of a student and their engagement, achievement and progress. We believe that understanding how to behave has to be taught by parents and is reinforced by school staff. The staff of the school will ensure that this policy is applied fairly and consistently and will support the policy by reinforcing where expectations are met and exceeded with praise and reward. Staff will be acutely aware of any particular educational needs of the students that they teach and will plan lessons accordingly as the school recognises that when a student cannot access learning this can lead to poor behaviour. Staff will receive regular CPD on the 'Language of Discipline' and behaviour management.

Section C: The Purbeck Principles in Lessons

Behaviour in lessons is critical if students are going to make outstanding progress throughout their time in school and move on to successful careers. At The Purbeck School, we simply do not accept poor behaviour in lessons and believe that low-level disruption is not only detrimental to the learning of the individual concerned, but also to those other students in the classroom. We therefore have a zero-tolerance approach to low-level disruption which we believe is important in building relationships based on mutual respect and positive learning experiences.

Student Lesson Responsibilities

All students will be regularly reminded of the 'Student Lesson Responsibilities'. These can also be found in the student diary and also on the school website. These 'Student Lesson Requirements' are non-negotiable and are crucial if all students are going to engage with the lesson and make outstanding progress. The 'Student Lesson Responsibilities' are a set of expectations and protocols which remain the same in all lessons.

The Purbeck School: Student Lesson Responsibilities

To show Respect, Aspiration and Perseverance in the classroom students must:

1. **Arrive on time**, line up outside the classroom, with the right equipment, until greeted by a member of staff who will welcome you into the room
2. **Demonstrate positive body language** throughout the entirety of the lesson
 - Sit up and face the front
 - Track the speaker
 - Demonstrate a positive attitude to learning
3. **Take an active part in the lesson**
 - Ask and answer appropriate questions
 - Listen to others
 - Complete work with pride, following The Purbeck School template
4. **Follow instructions at all times**

Praise

Additionally, students gain achievement points linked to positive behaviour as described below:

Reward worthy lesson conduct	Reasoning	Achievement Points awarded
RESPECT	Demonstrated politeness and courtesy towards others in class	1
	Showed inclusiveness towards others in class	1
	Produced work with care and took pride in their learning	1
ASPIRATION	Showed drive and determination to complete their class work	1
	Worked above and beyond expectation in their class work and their knowledge organiser quizzing	1
	Contributed positively to the learning environment and to the whole school community	1
PERSEVERANCE	Did not give up when challenged by their class work	1
	Stayed positive during a difficult task	1
	Support others in class during a challenging activity	1

Teaching strategies

The Purbeck School is wholly committed to CPD (continuing professional development) that enriches our understanding of excellent teaching, learning and assessment.

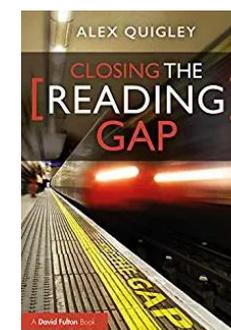
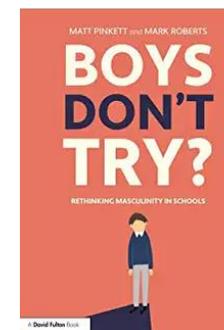
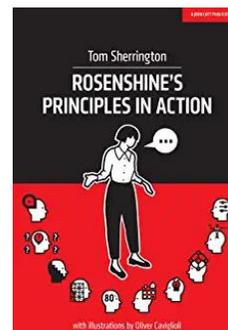
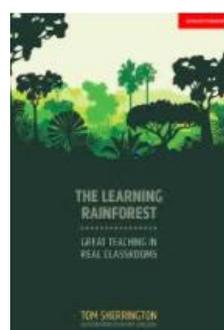
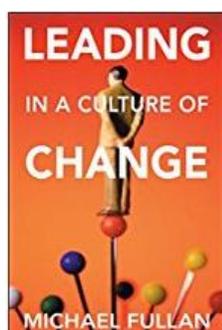
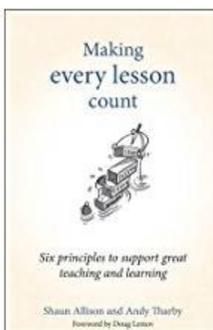
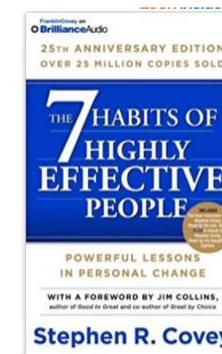
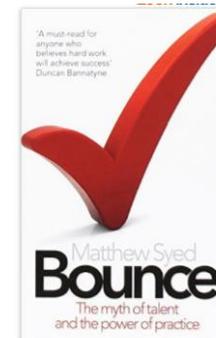
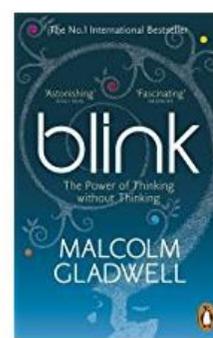
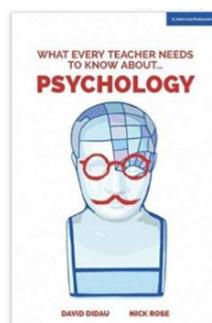
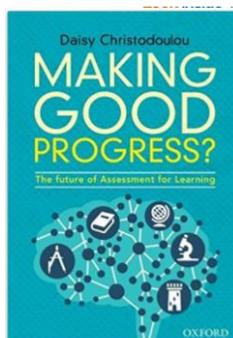
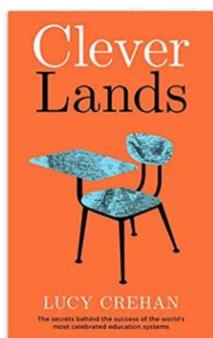
CPD takes many forms and these are explained in the CPD Policy which can be found on the school website.

We are fortunate to practice teaching at a time where there is a rich amount of contemporary research and pedagogical theory available to us as professionals. The Purbeck School continues to invest development time engaging with current ideas and sharing good practice that is relevant to our setting.

The information that follows is, at the current time, a good summary of some of the most respected practitioners that we continue to access and are recommended as great points for reflections for teaching colleagues.

CPD: developing our pedagogy through reading, reflection and practice

Rob Coe: 'Pedagogy is a blend of theory (wisdom and intuition) and practice (skills and techniques)



Clever Lands – Lucy Creehan (2016)

Making Good Progress? The future of Assessment for Learning by Daisy Christodoulou (2017)

What if everything you knew about education was wrong? – David Didau (2015)

What Every Teacher Needs To Know About Psychology – David Didau and Nick Rose (2016)

Blink – Malcolm Gladwell (2005)

Bounce – Matthew Syed (2011)

The 7 Habits of Highly Effective People (2004) – Sean Covey

Making Every Lesson Count (2015) – Shaun Allison and Andy Tharby

Leading in a Culture of Change – Michael Fullen (2001)

The Learning Rainforest – Tom Sherrington (2017)

This Much I Know About Mind Over Matter – John Tomsett (2017)

Rosenshine’s Principles – Tom Sherrington (2019)

Boys Don’t Try – Matt Pinkett and Mark Roberts (2019)

Closing the Reading Gap – Alex Quigley (2020)

The following online blogs are also recommended:

www.learningspy.co.uk

Started by David Didau back in 2011, The Learning Spy was an outlet for this experienced teacher to discuss the state of the education system.

<https://leadinglearner.me>

Run by Stephen Tierney, Leading Learner is a leading blog discussing the curriculum, learning, and leadership.

<https://teacherhead.com>

Tom Sherrington is education consultant with 29 years' of teaching and head teaching experience behind him. His blog, Teacherhead, acts as the home for all of Sherrington's advice, which crosses a wide span of topics including books you should read as a teacher to common pitfalls.

www.theconfidentteacher.com

The Confident Teacher is run by Alex Quigley, an English Teacher, and author of two books: 'Teach Now! English' and 'The Confident Teacher'. His site looks at everyday advice for those working in the profession including everything from developing handwriting to teacher workloads.

<https://classteaching.wordpress.com/>

Shaun Allison has already been referenced in this policy (see his diagram for effective planning on page 3). This blog includes great pieces from his Research Ed work at Durrington High School.

Quality assurance: ensuring good practice

The effectiveness of teaching and learning is measured in a number of ways. Lessons are both informally and formally observed, the latter taking the form of appraisal observations of staff and observations occurring during the schedule of teaching and learning reviews. Additionally, close tracking and analysis of student progress data occurs regularly and through a series of line management structures.

To this end, the attainment of all students of every ability, including groups such as SEN, HPA and pupil premium children, is monitored rigorously.

Quality assurance also includes the self-review activities (learning walks, book looks, student voice captures etc.) that are completed by each department as referenced and guided within the Raising Achievement Document (RAD) and monitored by SLT links.

Home learning

At The Purbeck School, we believe completing home learning is essential to the academic success of all students. It gives students the opportunity to extend their learning and to reinforce what has been learned in class.

In Y7/8/9, home learning will be in three 20 minute parts:

- Knowledge organiser self-quizzing.
- Reading for pleasure.
- Maths.

In Y10-11, home learning will be set that is specific to the subject course requirements. Tasks should be at least 60 mins in length.

More information, including links to the home learning schedule can be found at:

www.purbeck.dorset.sch.uk/curriculum

Students may have the opportunity to take part in enrichment projects and further home learning. These are subject-based and aimed to stretch and challenge. House points are given to all students to reward hard work and effort.

If students are struggling with any aspect of their home learning then they should be encouraged to seek out their subject teacher and/or attend our after school home learning club.

If a student achieves 'Excellence' in their home learning then a house point will be given to reward their success. If a student fails to complete home learning that has been assigned to the required standard, then teachers will use lunch and afterschool detentions to tackle this. If a student persistently fails to complete their home learning on time, then the teacher will contact parents and may ask for them to attend afterschool supervised study in order to support them with the completion of their home learning.

Each day, students should complete their *Home Learning Logs* (Y7/8/9) or planners (Y10-11), ask their parents to check their completed home learning tasks and ask them to sign their log/planners.

Literacy

At The Purbeck School, we believe that literacy underpins the self-confidence and academic success of students; in order to support high levels of literacy in all students, members of staff concentrate on developing the following strands of literacy in all students: oracy, reading and writing. Below are examples of some of the strategies that help to develop these areas of literacy across the school:

- The expectation that students in years 7, 8, 9 have a reading book on them at all times;
- Support for students with lower than expected literacy through interventions such as core offer English; 'Step Up' English; Lexonic; Excel in English at Y7-9, Extra English as an option in Y10 and 11
- Reading home learning (see above) and tutor time reading, where students read a wide range of literary texts in tutor time each year*;
- Knowledge organisers which support the learning of subject specific vocabulary;
- Department assessment policies that outline individual department commitment to improving whole school literacy;

Further details about whole school literacy interventions and strategy can be found in staff documents.

*Including:

Treasure Island, The Adventures of Sherlock Holmes, The Knife of Never Letting Go, The Hunger Games, Wonder, The Coram Boy, The Lord of the Flies, Tom's Midnight Garden, The Book Thief, Northern Lights, Face, The Bone Sparrow.

Assessment

Our core expectations

At The Purbeck School, assessment will...

- be based on our high expectations for all students.
- be based on developing the key knowledge and skills required for success at the end of Y11.
- be based on regular formative assessment that identifies students strengths and weaknesses, identifies where appropriate strategic intervention is required and allows all students to grow and be successful.
- involve periodic summative assessments to support the regular formative feedback.
- be simple and easy to understand – for teachers, parents and students.
- have consistent principles to be used across all subjects, but the flexibility to be suitable for all subjects

Our learning journey

Each subject area has identified the core **knowledge** and **skills** within their curriculum that students will need to master in order to achieve long term success. The knowledge and skills should link to the National Curriculum programme of study. Each subject has used this to plan backwards with the curriculum for Y7 – Y11. They have also taken into account what students should already know and be able to apply from the KS1 and KS2 Primary National Curriculum.

Formative assessment

Formative assessment is when teachers 'use evidence of student learning to adapt teaching and learning, or instruction, to meet student needs'.

An effective teacher...

- Establishes where students are in their learning.
- Identifies the learning destination.
- Carefully plans a route.
- Begins the learning journey.
- Makes regular checks on progress on the way.

- Makes adjustments to the course as conditions dictate.

The Mastery model of teaching and learning requires strong formative assessment throughout the learning journey.



- Revise and improve
 - The objective is to ensure that all students, before the teaching of a new idea begins, have the foundations for new learning. Pre-requisite skills are assessed, gaps and misconceptions are identified and addressed through direct and purposeful teaching.
- Review and improve
 - Post unit assessments provide opportunities for students to show what they have learned well and what they need to develop. Teachers learn whether their approach to teaching has had the desired impact. They offer another new opportunity to celebrate a student's success. If a student has still not grasped an idea, then more corrective intervention can be planned and delivered.

Features of successful formative assessment



- Specificity
 - Specific questions allow teachers to diagnose exactly what a pupil's strengths and weaknesses are and make it obvious what to do next.
- Frequency
 - The act of recalling information from memory actually helps to strengthen the memory itself. Testing doesn't just help measure understanding; it helps develop understanding.
- Repetition
 - Repetition of content and spaced practice helps consolidate memories and prevent pupils from forgetting. Valid formative inferences about learning can be made rather than using evidence from short term performance.
- Recording as raw marks
 - Recording formative assessments as raw marks makes it easier to track lesson-by-lesson improvement. Recording question level data can help inform the teacher what to do next.

Summative assessment

Summative assessments need to be thorough to reinforce formative analysis. They need to be diagnostic to identify student's strengths and weaknesses. Using GCSE style exam questions provides an assessment of a student's depth of understanding. Summative assessments should be cumulative in nature. Each successive test assesses student's knowledge of *everything they have done so far*.

Appendices

The following link and pages include useful references to support teachers:

Lesson plan template.

Although The Purbeck School does not prescribe to a particular planning document, the one document that follows is intended as a useful reference that may be provided to observers in contexts such as lesson observations for appraisal. Go to:
[Moodle/staffhandbook/appraisal/lessonplantemplate](#)

The **Teachers' Standards** document for reference.

TEACHERS' STANDARDS SEPTEMBER 2012

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities