

Policy Title:	Learning, Teaching and Assessment Policy
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Change Record

Version	Date	Description
1.1	Q&P: 3.11.16	General updates.
1.2	Nov 2018	General updates, inclusion of class charts, inclusion of Other strategies from Stephen Burnage
1.3	Oct 2020	General updates
1.4	Sep 2024	Updates to each section, to include the inclusion of Arbor, QA, linked policy updates

“Settle College promotes the safeguarding and welfare of children in its care; all policies support the “Child Protection Policy”

OUR JOURNEY FROM GOOD TO GREAT

Evolve and develop a rich and exciting curriculum that meets the needs of every learner.

Secure outstanding progress and achievement for all.

Develop in our learners the vital skills for life-long learning.

Become a centre of excellence through school-to-school led improvement.

Independent, confident and self-directed learners.

Establish a strong partnership between families, students and staff.

High quality learning and teaching.

Respect, courtesy and impeccable behaviour create a happy school culture and learning climate.

Develop staff and student leadership.

Challenge ourselves to go beyond our best.

Challenge students with high quality meaningful feedback and dialogue.

Staff development within a culture of mutual trust and support.



'Striving for excellence in everything we do'



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1. Aims

This policy aims to:

- Explain how we'll create an environment at Settle College where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning at Settle College
- Promote high expectations and raise standards of achievement for all pupils at Settle College
- Involve pupils, parents/carers and the wider school community in pupils' learning and development

2. Our guiding principles

Pupils learn best at our Settle College when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times

- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning at Settle College is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school/trust will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning via newsletters, website, letters and open days, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress via progress review cycles and produce an annual written report on their child's progress
- Meet the expectations set out in the curriculum, behaviour policy, and marking, assessment and feedback policies

3.2 Support staff

Support staff will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

3.3 Subject leaders

Subject leaders at our school/trust will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning



- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the curriculum, behaviour policy, and marking, assessment and feedback policies

3.4 Senior leaders

Senior leaders 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 pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- 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
- Meet the expectations set out in the curriculum, behaviour policy, and marking, assessment and feedback policies

3.5 Pupils

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

- › Meet the expectations set out in [the school behaviour policy]

3.6 Parents and carers

Parents and carers of pupils at Settle College will:

- › Value learning
- › Encourage their child as a learner
- › Make sure their child is ready and able to learn every day
- › Support good attendance
- › Participate in discussions about their child's progress and attainment
- › Communicate with the school 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

3.7 Governors

Governors at our school will:

- › Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- › Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- › Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- › Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

- › Each department should have a clearly outlined curriculum intent document, which highlights the key knowledge and skills that all students should reach at the end of each half term, year and key stage. Plan should be in place to ensure that expert teaching supports the implementation of this intent, leading to excellent outcomes.
- › Lessons will be planned well to ensure good short, medium and long-term progress.
- › Evidence based practice is at the heart of Teaching and Learning at Settle College, specifically Rosenshine's principles of instruction. Research from the EEF is shared and used through the Disciplined Inquiry approach to CPD.

5. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, halls, music rooms and ICT suites.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- › Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- › Posters of material pupils have previously learned about and can identify
- › Accessible resources for learning such as books, worksheets and other equipment



- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

6. Differentiation or adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- High Ability Students (HAS)

This will achieve through:

- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks
- Utilising class overview sheets and further documentation such as the literacy rainbow to support planning
- Extensive CPD with adaptive teaching central to this

7. Home learning

Home learning, or homework, will help pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on Arbor.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given regularly in lessons to support assessment for learning via formative assessments, and also to support the learning of content via summative assessments. This is set in line with each department's marking policy to ensure it is personalised and meaningful.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment

Details of the frequency for each class and key stage are included in the marking, feedback and assessment policy.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

10. Monitoring and evaluation

We will monitor teaching and learning at Settle College to make sure that all of our pupils make the best possible progress from their starting points.

School leaders, subject leaders and learning managers will monitor and evaluate the impact of teaching on pupils' learning through QA by:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from student voice
- Planning scrutinies
- Book scrutinies
- Further details are included in the QA policy

11. Review

This policy will be reviewed annually by the Assistant headteacher responsible for the Quality of Education. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEN/SEND policy and information report
- Marking, Assessment and feedback policy
- Home-school agreement
- Non-examination assessment policy
- Equality information and objectives