Leytonstone School

TEACHING AND LEARNING POLICY

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CONTENTS

Teaching and Learning at Leytonstone School

"We are both teacher and student; when we make mistakes, we reflect, regroup and improve."

1 Our Rationale

To create a teaching and learning policy that puts the relationship between pupils and teachers at its heart. To enable teachers to be professionals and to allow pupils to make progress.

2 Our Principles

"We are curious, we ask questions, we delve and discover."

At Leytonstone School we believe that:
- Teaching and learning happens everywhere, in every interaction with one another, and that everyone has the ability and should have opportunity to progress and succeed.
- All pupils should receive the best outcomes possible through learning journeys that are guided by professionals who continually aim to better their own practice and strive for excellence.
- There is empowerment through knowledge and that it is everyone's duty to extend one another's understanding of how to apply it in different contexts.
- Learning isn't linear and that there is no one route that works for everyone.
- Success means something different for everyone, and should be celebrated when it's realised.
- Teaching and learning is a moral endeavour and must develop the whole person – head, hand and heart.
- The acquisition and progression of knowledge, skills and learning habits takes time and effort because learning happens when we are asked to think hard.
- The best intervention a pupil can have is quality first teaching, every time, all the time.

3 Our Expectations

"We work hard together, hands held, challenged to improve, and we improve, every day."

At Leytonstone School we want our pupils' provision to be supported by a deep understanding of their context and to be planned using evidence-based research. In considering how to meet the needs of all, we aim to inspire and create curious learners who ask questions, are independent and aspirational. We believe that everyone has the right to learn and work in a positive, safe environment, free from distraction, discrimination or negative behaviour. By working in and an open-door culture where everyone is confident to experiment and take risks and through collaboration at all levels, we will ensure equitable access to the curriculum and opportunities to experience the wider world. At Leytonstone School we expect:

- Everyone to aim for excellence, all the time.
- Teachers and leaders to make sound pedagogical and professional decisions, based on a deep understanding of their subject and grounded in evidence-based practice.
- That staff aim to exceed against the Teachers' Standards – see **Appendix 1** – and take ownership of their own professional development, seeking out opportunities to improve through learning from other colleagues and institutions.
- That staff aim to acquire expert knowledge of examination requirements for their area of discipline.
- That staff put the acquisition and application of knowledge at the heart of their planning, appropriately sequencing, repeating and assessing its understanding and application.
- All staff to have sound knowledge of their pupils so that planning, modelling, instructions and scaffolding appropriately support and challenge pupils, enabling access and success.
- Teachers to be the experts and utilise an "I do, we do, you do" approach to modelling.
- Each department to create and maintain a centralised store of shared learning resources to support modelling and scaffolding for all pupils that will be readily available in every classroom and include: pupil portfolios/model answers, knowledge organisers, literacy support resources, and resources to stretch pupils and support those with specific learning needs.
- All staff to engage in the development and creation of learning resources to meet the diverse needs of all pupils.
- That pupils have opportunities to learn from the ideas of their peers and test their own ideas in a supportive and academically challenging environment.
- Learners to be engaged promptly at the start of each lesson through an effective 'Do Now' activity.
- A clear rationale for organising and seating pupils based on the learning activity.
- Students to be able to articulate and discuss the purpose of their learning.
- Teachers to monitor the progress of their pupils and respond appropriately, adapting their future planning based on systematic progress checking.
- All staff to work in concert, regularly sharing the necessary knowledge and information to support needs of all, especially SEND and the most vulnerable.
- Staff to develop and embed appropriate routines and consistently use the behaviour policy so that learning time is used effectively.
- That staff create a caring, safe and inclusive environment by meeting, greeting and scanning at the door and publicly celebrating pupil success.

- Everyone to engage in a process of continuous learning, supporting one another to meet these expectations everyday through observation, feedback and being professionally curious.

4 Our Approach to Marking and Feedback

"We know that Rome was not built in a day; we dig deep, stick in our heels, and we make gains."

At Leytonstone School we believe that all adults should provide accurate, useful feedback to our pupils that will make a difference to their outcomes both academically and personally, emotionally and socially. At Leytonstone School we expect:

- All adults working with pupils across the school to provide regular feedback to pupils, not only on formalised work but also daily interactions in the classroom.
- The professionals (departments, teachers and LSAs) to determine how feedback will be delivered in practice so that there is consistency in its application within departments – some ideas for effective approaches to feedback are located in *Appendix 2*.
- The marking of pupil work to inform the planning process and address misconceptions in the classroom.
- That feedback will lead to responsive activities planned by staff so that it has a direct impact on pupils' outcomes.
- That feedback should mean more work for pupils than teachers and time is dedicated for pupils to implement it in their learning.
- Class teachers to communicate the methods of feedback to their pupils and ensure that all pupils understand how to use the feedback to make progress.

5 Our Approach to Prepared Learning at Home

"We seek experiences which will broaden our horizons and we are equipped to manage the unknown."

We believe that preparatory learning at home:

- Requires careful planning alongside the curriculum to enhance its delivery.
- Should be monitored by teachers for its efficacy.
- Should be challenging but appropriate, meaningful and varied, and always matched to pupil need.
- Should provide opportunities to promote independence and self-confidence.
- Encourage parental co-operation and support, involving them in the learning process.
- Practice, consolidate and extend the learning covered in class or prepare for new learning activities.
- Give pupils an opportunity to take ownership and responsibility for learning, developing subject-specific skills and knowledge.

6 Our Provision for Initial Training Education and Newly Qualified Teachers

"We are the future; we shine bright; we are powerful beyond measure."

We are committed to building learning experiences for Initial Teacher Education (ITE) and Newly Qualified Teachers (NQT) by:

- Building our ITE/NQT program around the DfE ITE framework and enshrining the principles and procedures as outlined by the school's Newly Qualified Teacher policy and DfE guidance.
- Providing high quality professional development through a calendared CPD program, scheduled and regular mentor meetings and specific training for mentors.
- Regularly observing and giving feedback matched to the Teachers' Standards, in individual lessons and in termly reviews.
- Making opportunities to regularly observe other colleagues and partnering with other institutions to provide contrasting experiences.
- Providing opportunities to engage with and complete academic research about teaching and learning.

7 Our Process for Monitoring and Improving the Quality of Teaching and Learning

"Every member of our community is dedicated to growth."

At Leytonstone School we recognize that no single snap-shot can inform the quality of teaching over time, and that it is necessary to triangulate evidence from multiple sources to gauge the effectiveness of our curriculum implementation. We believe in the first instance it is the class teacher's responsibility to monitor and evaluate the quality of teaching and learning in their classroom. The Head of Department is responsible for monitoring all teaching and learning within their particular curriculum area, while SLT will have the overall responsibility for the Quality Assurance of Teaching and Learning (QTLA) across the school. From time to time external advisors may be used to validate and support our monitoring.

The following processes will be used to give feedback to staff:
- Learning walks with opportunities for reflective dialogue
- Observations with a pre-agreed focus
- Work scrutiny at department and whole school level
- Staff contributions to the work in departments
- Student voice and feedback
- Departmental review
- Peer-to-peer observation
- Mentoring partnerships
- Coaching to develop teaching and learning
- Performance Development Review

We are committed to maintaining a supportive and non-judgemental culture; however, we recognise that there are times when staff will require more proscriptive support. This may be directed by a Head of Department or from a member of SLT, and will be detailed in a support plan, which will not last longer than 6 weeks – see *Appendix 3*. Failure to make progress through a support plan may lead to formal capability. Please refer to the Appraisal and Capability policy for details about this process.

At Leytonstone School we are committed to ensuring that all teachers are given opportunity to develop and share best practice. Firstly, through a rigours Performance Management schedule (PDR), where staff self-evaluate against the Teachers' Standards and set personal teaching targets for themselves that are closely linked to the School Improvement Plan (SIP). Secondly, through CPD, which is based on individual professional needs, the requirements of departments and whole school/national developments. We expect all our staff to support one another's development by delivering CPD, at least at the department level, to help improve teaching and learning across the school.

8 Our Implementation

"As Leytonstone citizens we know what we want and we know how to get it."

At Leytonstone School we recognise there is no one right way to teach, and that each department will have unique pedagogical approaches to ensure effective implementation of their curriculum. We also recognise the need for there to be consistency of teaching and learning within departments. Therefore each department is expected to use this teaching and learning policy to create a department specific sub-policy which, will be reviewed annually and sets out:

- The department's rationale or intent
- Any additional expectations not named in this policy
- The methods and frequency of marking and feedback employed by the department
- The rationale and approach used to support home and independent learning in each year group
- The process for monitoring and improving the quality of teaching and learning within the department

Appendix I:

TS1 - Set high expectations which inspire, motivate and challenge pupils

Meeting the Standard:
€ Stimulating classroom environment and atmosphere with an established ethos and clear routines
€ Professional conduct of both staff and pupils with appropriate language, tone and body language being modelled
€ Having appropriate extension tasks to challenge individual pupils
€ Tasks are planned to meet the needs of all ability groups to promote their progress
€ Modelling is used to promote student success
€ Students are challenged to respond using appropriate language
€ Tone of voice and body language encourages motivation and shows genuine care about pupils
€ Praise is relevant, specific and timely

Exceeding the Standard:
€ Student efficacy and self-belief is evident
€ Students are motivated and determined to be successful
€ Many actively seek to challenge themselves and take opportunities to stretch learning
€ Pupils are able to work independently, self-regulate and can do so without prompting or direction
€ Eager participation in lesson activities
€ Students voluntarily facilitating and supporting the learning of others
€ Students demonstrate an enquiry based attitude towards learning
€ Peer assessment, verbal feedback and high expectations of one another are evident in lessons
€ Academic language is used by pupils and reinforced by teachers
€ Pupils engage in conversations that demonstrate trust and feel comfortable challenging others' opinions in lessons

- € Mistakes are celebrated and discussed enabling a culture of risk taking
- € Participation is celebrated but mistakes re challenged

TS2 - Promote good progress and outcomes by pupils

Meeting the Standard:
- € Modelling/showcasing successful or outstanding work
- € Praise used in lessons and appropriate awards given – discussed with parents
- € Class data shows relative progress is made by almost all pupils and assessment is used to inform aspects of planning and lesson implementation
- € Teacher has a good understanding of all pupils' abilities and areas for improvement
- € Teacher imparts subject specific learning habits and independent skills
- € Home learning is used to address specific learning issues
- € School praise and reward system used effectively and publicly
- € Challenging use of keywords and academic literacy
- € Students are guided through success criteria
- € Pupils work is marked in line with school's marking and feedback policy and appropriate feedback/targets and methods to improve are given to pupils and acted upon

Exceeding the Standard:
- € Many pupils make better than expected progress
- € Prior knowledge of pupils is effectively applied in all aspects of lesson planning and implementation
- € AfL + formative assessment is used to improve pupil progress
- € Individually targeted home learning based on needs
- € Pupils know and can discuss in depth their areas of strengths and weaknesses and how they can improve
- € Many students are able to explain and use success criteria without direction from teacher
- € Students are actively and personally invested in own progress
- € Misconceptions within lessons are anticipated and planned for in advance
- € Students capitalize on opportunities to respond to teacher feedback, both verbal and written
- € Students are able to demonstrate metacognition when solving new problems

TS3 - Demonstrate good subject and curriculum knowledge

Meeting the Standard:
- € Appropriate resources chosen for lesson
- € Use of keywords and academic language in lessons; no acceptance of poor verbal/written answers
- € Questioning of pupils shows understanding of subject and is able to stretch and challenge pupils' understanding
- € Teacher explains where/how topic fits with regards to whole curriculum
- € Teachers challenge pupils' understanding to ensure there are no misconceptions
- € Teachers are able to effectively communicate knowledge to pupils in a cohesive and cogent manner
- € Teacher is able to effectively differentiate lesson activities and resources to deliver subject and impart knowledge
- € Literacy and numeracy are integrated in planning where appropriate
- € Promotes subject specific learning habits and skills in lessons
- € Teacher relates learning to develop individual and peer cultural capital
- € Teacher's knowledge allows them to be flexible and agile in delivering planned learning

Exceeding the Standard:
- € Passion for subject is evident through teaching and conversations with pupils; Pupils are engaged and motivated to learn
- € Pre-empting where pupils will struggle with understanding and be able to plan to teach and explore misconceptions
- € Content of lessons is made relevant to pupils' worldview and opportunities are taken to link to real world context
- € Teachers use a variety of questioning and AfL techniques to extend pupils' understanding
- € Teacher models and uses academic language when speaking to pupils

- € Regular peer observation and dialogue across curriculum
- € Activities lend themselves well to developing deep pupil understanding and knowledge
- € Use of academic talks, lectures and information beyond curriculum/exam specifications to deliver learning episodes
- € Familiarity with examiners reports and key areas of focus within subject and exam requirements

TS4 - **Plan and teach well-structured lessons**

Meeting the Standard:
- € Good planning with a conscious effort to assess students
- € Lessons include challenges, scaffolding and opportunities for AfL
- € H/L used to promote further learning and includes targeted or differentiated tasks
- € Planning shows consideration of how lesson fits in with larger SOL or unit goals
- € Pace and activities are suited to the needs of learners
- € Teacher is able to adapt to the class and change the plan when necessary
- € Pupils are engaged throughout the lesson; Pupils' interest is maintained
- € Pupils leave with further knowledge and understanding
- € Pedagogical choices suits the content/skills that is being delivered
- € Content and skills are appropriate for year/stage and help pupils make progress
- € Academic and disciplinary literacy is considered in lesson
- € Planning shows how learning can connect to life of student

Exceeding the Standard:
- € Pupils' responses are routinely interrogated and rigorously checked for understanding and are targeted throughout lesson
- € Time is used effectively so that pupils are focused on learning
- € Lessons generate creative and well-reasoned, thoughtful responses, and inspire pupils
- € Teachers anticipate for misconceptions and problems faced by specific pupils
- € Not being afraid to deviate from the plan – flexibility demonstrated and able to capitalize 'in the moment'
- € Seamless transitions between activities
- € Pupils understand how this lesson is a part of the 'big picture' planning process
- € Teaching of the 'why' to help pupils contextualize knowledge
- € Effective use of AfL – both formative and summative
- € Pedagogical choices are effective at making content/skills meaningful
- € Students are inspired to independently go away and learn more about a topic

TS5 - **Adapt teaching to respond to the strengths and needs of all pupils**

Meeting the Standard:
- € Tasks are pitched at an appropriate level of challenge
- € Instructions are clear and modelled/demonstrated
- € Understanding of tasks are checked
- € Range of support: one to one, peer, group where appropriate
- € Lessons are planned in order for all students to access the learning
- € Knowledge of class data e.g. SEN, PP, target groups
- € Deployment of LSA is effective, when appropriate
- € Student are engaged and completing tasks at anticipated pace
- € Inclusion through a range of questing techniques
- € Clear pathway to extend and challenge pupils with HAP
- € Teacher uses time and scaffolding to support students effectively

Exceeding the Standard:

- € Lessons are consistently aimed at the top, with appropriate scaffolding and learning outcomes for all pupils to access
- € Targeted, informed and effective use of questioning
- € Effective use of growth mind-set to motivate and challenge pupils
- € All students are appropriately challenged
- € Personalised planning based on in depth knowledge of the students' data and needs
- € Highly responsive to individual students' needs (diverging from/adapting the plan) on the spot
- € A culture is created where students support and challenger each other
- € Pre-planned collaboration with LSA to improve SEN provision, where appropriate

TS6 - **Make accurate and productive use of assessment**

Meeting the Standard:
- € Clear reference to relevant assessment objectives and skills is made in lessons
- € Accurate use of statutory mark schemes
- € Use of data to inform planning
- € Variety of assessments are used: formative, summative, oral and/or practical
- € Marking in accordance with the demands of the department
- € Relevant data from data drops informs planning
- € Appropriate use of formative and summative assessments
- € A variety of types and appropriate use of feedback has been acted on to improve pupils' understanding
- € Use of written and verbal feedback, individually, group or class

Exceeding the Standard:
- € Regularly using a variety of sophisticated AfL techniques e.g. analysing student exemplars
- € Use a wide variety of methods for assessments
- € Students proactively leading assessment discussion
- € Students have the opportunity to critique answers appropriately
- € Personalised intervention tailored to the needs of individuals
- € Pupils understand AOs and/or specific disciplinary skills
- € Pupils reflect on their progress and action feedback appropriately
- € Past feedback is referenced as a means of improvement in each assessment
- € All students know how to improve and what skills/knowledge areas they need to improve upon
- € Students can peer and self-assess accurately

TS7 - **Manage behaviour effectively to ensure a good and safe learning**

Meeting the Standard:
- € Expectations are established from the outset of lessons
- € Verbal and non-verbal behaviour management strategies are used to maintain appropriate behaviour for learning
- € Public and specific praise is used alongside private sanction; Use of rewards system is at the forefront of behaviour management
- € Clear classroom routines
- € Consistency in the management of behaviour
- € Creating opportunities for praise, which is relevant, specific and timely

- € Tone of voice and body language encourages motivation and shows genuine care about pupils
- € Lesson activities and planning promote positive interactions between pupils
- € Professional conduct of both staff and pupils with appropriate language, tone and body language being modelled
- € Clear rapport between students and teachers

Exceeding the Standard:
- € Highly effective embedded routines
- € Being scrupulously consistent and positive despite typical barriers to mood
- € Proactively finding behaviour management strategies from other teachers
- € Students promote higher expectation amongst peers
- € Students sensibly award praise and APs to each other
- € Deep mutual respect is evidence between pupils and teacher and relationships are well developed and maintain by everyone in the classroom

TS8 – Fulfilling Wider Professional Responsibilities

Meeting the Standard:
- € Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- € Deploy support staff effectively
- € Effectively discharging form tutor responsibilities
- € Take responsibility for improving your own teaching through appropriate professional development
- € Communicate effectively with parents with regard to pupils' achievements and well- being
- € Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- € teacher conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times
- € Teacher is on time for all beginnings and ends of days, meetings, lessons
- € School/ colleagues always informed of and reasons for any non-attendance in the school day or other professional meetings and responsibilities in line with policy
- € Language and dress are professional and in line with the school's code of conduct
- € Apply school policies at all times, e.g. health and safety, risk assessments before trips; behaviour policy, etc.

Exceeding the Standard:
- € Make a positive contribution to the wider life and ethos of the whole school
- € Leading staff training sessions
- € Peer mentoring/coaching
- € Developing and contributing to development of SoW, policies
- € Engaging in enrichment activities – planning/leading/organising – to include after- school activities, residentials, whole school events, home/school events, clubs, fairs, community and charity events
- € Developing a whole school area
- € Mentoring trainees
- € Involvement with governors; PTA
- € Running an extracurricular activity, team, or club
- € Supporting the development of others' teaching and learning through mentoring or coaching
- € Delivering whole school CPD
- € Being involved in a working party to improve school policy and/or working conditions

Appendix II:

What might efficient, effective written feedback look like?

The process of writing out comments is laborious, repetitive and time-consuming; avoid it where possible. Many experienced teachers do this by anticipating the kinds of comment they would need to write in books/on work, making a list of these predictions and assigning each a number/letter. When you encounter a situation where one of your pre-prepared comments needs applying, simply write the assigned number instead. Where possible it can help if the 'comment' is phrased as a question (this has the twin advantages of being more

palatable for students to read and inviting them to consider possible answers: How could you…? Why did you…? Is there another way to…? etc.)

Then, when the work is returned to the students, simply display the comments along with the relevant number and ask the students to write out the comments themselves. For example:

1. How could you use verbs to change the effect of this sentence?
2. How might you avoid starting each sentence with 'I' or 'The'?
3. Can you find a way of rewriting these sentences without 'and' or 'but'?
4. How could you vary your sentence structure here?
5. How else could you connect this paragraph?
6. What vocabulary could you use here instead? Suggest three other examples…

Alternatively, this process can be realised by noting down the different comments as you work your way through a set of responses. If you come across a mistake or misconception you hadn't anticipated, simply add it to the list. Some teachers using this method prefer to use symbols rather than numbers.

As well as saving time, this method also increases the likelihood students will process your feedback as they are recording it. Cognitive load can be decreased by placing the number next to the mistake or increased by putting them at the end of the piece or work as appropriate. The trick is to make students work as hard as possible – use your professional judgement to determine what's possible for the students you teach.

Of course, after writing out your feedback, students need to be given time to respond. As they do this, you could take the opportunity to talk to them about their work: "I was really pleased to see that you…" or "Can you tell me why you didn't…?" or "Tell me more about what you were thinking here…" This time for conversation is the space where relationships are forged and epiphanies sometimes happen.

Marking, feedback and workload

Sadly there is no magic formula to drastically reduce the impact on teacher workload and improve the effectiveness of feedback for pupils. However, the following 'fine-gains' in terms of giving written feedback may be useful for teachers to bear in mind:

● Whole-class oral feedback is an efficient system for managing student progress between assessments
● Using learning conversation stickers is an efficient way of acknowledging students' work when giving verbal feedback
● Using Leytonstone feedback stickers forces a limitation on the amount of feedback teachers need to write, and may therefore be a more efficient way of providing written feedback
● Using coded or numbered feedback may reduce the time taken to write out targets. Research suggests that there is no difference between the effectiveness of coded or non-coded feedback, providing that students understand what the codes mean. However, the use of generic targets may make it harder to provide precise feedback.
● Limiting the amount of targets given to students (to e.g. one at a time) is more time efficient and avoids cognitive overload for the students processing them
● Using explicit success criteria in setting and marking assignments can be more efficient because it makes marking more selective, particularly if highlighting is used.
● Choosing only one area of a students' work to mark, drawing a box around it, and marking it well and in detail.
● Using a '+', '-', or '=' to judge relative improvement from a previous piece of work.
● Giving pupils a specific target to meet in a piece of learning, and simply commenting where they 'met' or 'not yet' met that specific target.

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- Providing 'live' commentary during circulation in an activity, having pupils record the target/task set by the teacher.

In addition, work needs to be done to help students understand and appreciate the value of oral or non-written feedback, and for all stakeholders to be clear that this is a valuable method of giving student feedback which is supported by research evidence and valued by the school.

However, there is a further need for more study so that teachers have better information about the most effective (written) marking approaches, in particular:

- Testing the impact of marking strategies which are primarily based on formative comments and which rarely award grades
- Investigating the most effective ways to use class time for students to respond to marking
- Comparing the effectiveness of selective marking that focuses on a particular aspect of a piece of work to thorough approaches that focus on spelling and grammar, in addition to subject-specific content
- Testing the impact of draft marking building towards one final piece of work as a sustainable way to improve skills in a particular subject.

Ways to reduce workload and increase impact

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Instead of…	The teacher…	The student…
Writing annotations in the body of a piece of work and giving an overall comment	Only writes annotations in the body of the work.	Writes an overall review highlighting two strengths and one area for improvement
Writing annotations in the body of a piece of work and giving an overall comment	Only writes an overall comment.	Annotates areas of the work where the areas of strength are apparent and where improvements need to be made
Writing extensive comments	Only gives one strength and one possible improvement; WWW: EBI:	Works to "Close the Gap" on the one issue identified
Writing 'well done you have…' next to good aspects of the work	Puts a double tick next to the best parts of the students work	Adds the reasons for the double ticks
Marking every question in detail	Only marks the highlighted questions in detail. **There is no expectation that all class notes will be marked. Check your area policy and mark tasks where your marking will have an IMPACT!**	Marks (or peer marks) the work before it is submitted, highlighting the two areas where they would most like help
Writing the same explanation on every piece of work when the same mistake is made by many students	Goes over this question in class	Writes their own correct answer
Writing out a full solution when a student gets a question wrong	Writes a hint or the next step	Completes the correction
Correcting work when a student makes a little mistake	Writes WWWT? (What's wrong with this?) Or RTQ! (Read the question!)	The student makes their own correction
Marking only extended pieces of work	Reviews in class students' initial plans for this work prior to marking the extended piece of work	Does not hand in rubbish!
Giving back work and moving straight on…**Give students time to *Close the Gap* to make all that marking time worth it**	Departments have lots of strategies for giving students specific skills to work on. A way of starting this can be if teacher asks students to "put a tick next to my comment if you know how to improve and a ? if you don't". This can be a first step to engagement. Paired work to resolve some of the ? prior to asking you for guidance is good practice and reduces workload.	Students read and start to engage with marking before working on the "Close the Gap" task the teacher has identified.

What can students do before they hand their work in for marking?
Another way of improving the quality of learning and making our marking and feedback a more streamlined process is by thinking about what we ask students to do before they submit a piece of work for assessment:

Most discussions of assessment start in the wrong place. The most important assessment that goes on in a school isn't done to students but goes on inside students. Every student walks around with a picture of what is acceptable, what is good enough. Each time he works on something he looks at it and assesses it. Is this good enough? Do I feel comfortable handing this in? Does it meet my standards? Changing assessment at this level should be the most important assessment goal of every school. How do we get inside students' heads and turn up the knob that regulates quality and effort.[1] Here are some strategies that raise the expectations for students before work is submitted to be marked:

[1] Ron Berger, An Ethic of Excellence (Portsmouth, NH: Heinemann Educational Books, 2003), p.103

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1. **Do not accept substandard work**

   We need to create and maintain a culture of challenge and high expectations in our classrooms. It is therefore important to communicate to students that we will not accept "sloppy" work. It may bring some logistical problems, but there are occasions where we could give a pupil a "redraft" deadline to improve the structure and presentation of their work. Of course this relies on us knowing our students and what represents "sloppy" work for each of them.

2. **Proof reading and editing (by the students)**

   If we are going to be assessing a piece of written work, then it will be beneficial to give pupils time to proof-read and correct it. They may need dictionaries to check words they may have spelt incorrectly. They can also re-read their work so it flows and makes sense. This will cut down on the number of literacy corrections we need to make and can also lead to better content being handed in.

3. **Triple Impact Marking**

   Before handing in their work, pupils could self-assess against the success criteria for their task. These criteria might have been shared at the start of the task or only revealed once the work has been completed. Pupils then highlight the bits of work that they are proud of and explain how they have met the success criteria. The teacher then takes in the work and comments on the self-assessment of the student. The teacher then gives pupils a task based on the parts of the success criteria they did not meet (the task could be a redraft, a partial redraft or something else completely). Pupils then complete the follow-up task. Alternatively, triple impact marking could be self-assessment against success criteria, peer assessment against success criteria then finally teacher assessment against success criteria.

4. **Pupils use a "pre-flight checklist" when completing their work**

   It is clear that the provision of quality success criteria is key to effective assessment. In his book "Embedded Formative Assessment" Dylan Wiliam refers to an example in an Art lesson where students determined seven criteria for a successful portrait of a face. The success criteria were numbered and simply ticked if met or crossed if requiring further attention – just like a pre-flight checklist. As well as being suitable for peer and self-assessment, this technique takes up very little teacher time, whilst still leaving plenty of work for the student to do.

i. **Self and peer assessment (and Gallery Critique)**

The distinction between self or peer marking and self or peer assessment is as important as the distinction for ourselves. Self or peer marking is when students (or their peers) check and mark work which is either right or wrong. This could be answers to questions, a cloze exercise or a maths problem like addition. It makes sense both in terms of instant feedback to the students (and the teacher) to ask students to mark this type of work themselves.

Self or peer assessment on the other hand is when students (or their peers) assess a piece of work against explicit success criteria. This is similar to how we as teachers would assess their work against these criteria during book marking. Self and peer assessment is a very valuable process because by sharing and exemplifying success criteria we are sharing what excellence looks like. The success criteria may have been given by the teacher or constructed in discussion with the class.

The students are not the experts when it comes to assessment. This is why the process must be crystal clear and explicitly modelled. This process must be constantly reinforced so students are clear what the success criteria are and what constitutes "success" against the success criteria. It is good idea for a "dummy" piece of work to be displayed on the board to be critiqued by the teacher (in discussion with the class) against the success criteria. This modelling process will help pupils understand why and how to assess.

Students may not always understand and value peer and self-assessment, so we must clearly communicate why we are doing it. It is not to save us time because we don't have to mark the work (although this is true)! We ask them to peer and self-assess to give them instant feedback, to give them the opportunity to see their peers' work (sharing excellence) and to help them see what meeting success criteria actually looks like so they can build this into their future learning.

When peer assessing, students need to stick to the following 3 rules:

1. **Be kind:** All comments should focus entirely on the work. No personal comments at all. No sarcasm or put downs. The comments can be challenging but the creator of the work should feel that the feedback is work orientated and be happy to receive it. 'Hard on content, soft on people.'

2. **Be specific:** Refined and precise dialogue with detailed explanations on positives and steps to improve. Comments should explain exactly what needs to be worked on (like a set of instructions) which the writer can simply take away and use. The success criteria need to be referred to.

3. **Be helpful:** If the comments don't benefit the work, the learning, the learners or the class, then don't share it. Everything you provide feedback on is there to help make the work better.

The main issue with peer assessment is that some students will give better feedback than others (particularly at KS3 as they get used to the process). One way around this is to employ "Gallery Critique" as the format of peer assessment. In essence, pupils will have their work assessed (against the success criteria) by at least three of their peers. This gives a number of benefits:

● Students get to see more than just one piece of work. This means they are more likely to see excellent work.
● Students get feedback from a number of their peers and, even if one pupil has struggled to give specific feedback, there should be something more constructive from one of the other assessors.
● Students get to see how others have peer assessed and this extra modelling should help in how they assess (just watch that they don't copy what others have written).

Appendix III:

Leytonstone School Support Plan

Teacher	
Appraiser	

Appraisal	
Date concerns raised:	
Support plan start date:	
Date of interim review meeting (if applicable):	
Date of review meeting:	
Date satisfactory progress achieved:	

Initial review meeting

Areas for improvement	
Discussion Points from Meeting	

Target (Teachers' Standards)	Action	Timescale	Support from school	Success Criteria	Mentoring / evaluation / review	Outcome
e.g. Manage behaviour effectively to ensure a good and safe learning environment (TS 7)	Have clear rules and routines for behaviour in classroom in line with school's behaviour policy	Immediate	School behaviour policy re-issued and content discussed on xx Peer lesson observation arranged to demonstrate good practice, held xx INSET training on behaviour management held on xx To attend external training on behaviour management techniques on xx	What does successful achievement of this target look like?	By Who? When? How will it be evaluated?	Has performance target been met or not? If partially met what %? Comments where partially met
	Manage classes effectively, using approaches and interventions which are appropriate to pupils needs in order to involve and motivate them	To demonstrate by xx				
	Establish a framework for discipline with a range of strategies using praise, sanctions, and rewards consistently and fairly	Immediate				

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