TEACHING & LEARNING POLICY

FOR SECONDARY SCHOOLS WITHIN QUEST

UNIVERSITY
COLLEGIATE
SCHOOL

Under Review until Spring Term 2024

September 2022
Review date Spring Term 2024

Teaching and Learning Policy

Our vision is for all students, regardless of starting point or background, to make outstanding progress and achieve qualifications and skills that provide pathways into employment and further education. We want our students to be curious and develop a thirst for knowledge; we want them to be resilient and to value effort; we want them to undersand that sometimes failure is an essential part of the learning process and to recognize that developing a positive, 'can do' attitude allows them to set and achieve aspirational goals.

Aims

In Quest schools' children have an entitlement to 'Great teaching and great learning through a great curriculum' which: -

- Gives every opportunity for all children to achieve their potential in terms of academic achievement, skills, talents and SMSC awareness.
- Actively promotes a joy of lifelong learning, through a variety of styles of co-operative learning including KAGAN, embedded with digital technology as a vehicle and embracing a sense of fun and purpose.
- Promotes the progression of basic skills in Maths and English and opportunities to apply these.
- Accurately identifies and tracks students' progress, rapidly responding to their needs to ensure progression to the highest standard for all.
- Ensures clear communication of student progression to parents/carers
- Raises the expectation of success and celebrates a wide range of achievements
- Promotes the development of life skills through student agency so that our students are responsible, resilient, resourceful, reflective and independent attitude towards work and their roles in society as modern British citizens

Responsibilities

All members of the school's community work towards Quest's moral purpose of "Unlocking Potential'. We aim to do this through learning, innovation and opportunity and by:

- Ensuring equal opportunities in all aspects of school life and recognising the importance of different cultures and valuing the uniqueness and diversity of all
- Encouraging, appropriately praising and positively reinforcing good relationships, behaviour, determination to succeed and outstanding work ethic for excellence
- Providing excellent role models through staff, directors, children and members of the wider community
- Maintaining a positive attitude towards change and ensuring consistency of standards across the schools
- Ensuring positive and productive relationships as modern British citizens
- Ensuring a sense of belonging and high expectations
- Providing positive challenge and stimulating learning
- Providing a well organised environment in which potential is maximized through clear, positive behaviour management

Strategies for teaching and learning

- Our curriculum is sequenced in a coherent way, with scope and rigour in its application to ensure that we maximise learning potential.
- KAGAN strategies are employed on a regular basis to increase pupil engagement, collaboration and communication
- As Century Flagship schools, our students use this AI platform regularly to support their learning both in class and for homework.
- Our 1:1 devices and a range of digital platforms are used regularly to maximise learning and academic achievement.
- Our curriculum is enhanced and extended by using a range of first-hand experiences; for instance: visits and visitors, outside agencies, skilled professionals and through peer support of colleagues
- Students are taught and learn as a class, in ability or mixed ability groups, in pairs or independently in response to learning matter or task

- Learning support is available in the form of teaching assistants, trainees or volunteers for specific interventions, either GT&A or SEND
- Children with individual and different needs receive targeted support and the SENDCo ensures tracking and targeting drives this forward.
    - *See Quest's SEN&D Policy for further information.*
- Excellence is celebrated in display, performance, digital recording and assembly
- Barriers to learning are removed by the strategic use of staff and resources.
- We openly welcome the importance of parent/family support to secure a child's success and progress**.**

Homework- PLENARY

Students are set relevant home learning in the form of project based learning or digital work that is submittied and reviewed , with feedback provide on student iPads.

Pupil Premium/Additional Funding

The schools will deploy the pupil premium to accelerate the progress of children who:

- Have qualified for Free School meals at any point within the last 6 years;
- Whose parents serve in HM Armed Forces;
- Are 'Looked After' by the Local Authority.

This may include

- The provision of small group tuition;
- The provision of additional teaching assistant support;
- The subsidy of additional clubs and wider opportunities.

The schools detail the support that has been provided through this subsidy on their websites.

The schools may deploy this resource to benefit a wider group of children (e.g. an intervention group which includes one or more children in receipt of the pupil premium) where outcomes are likely to be better through the inclusion of other children.

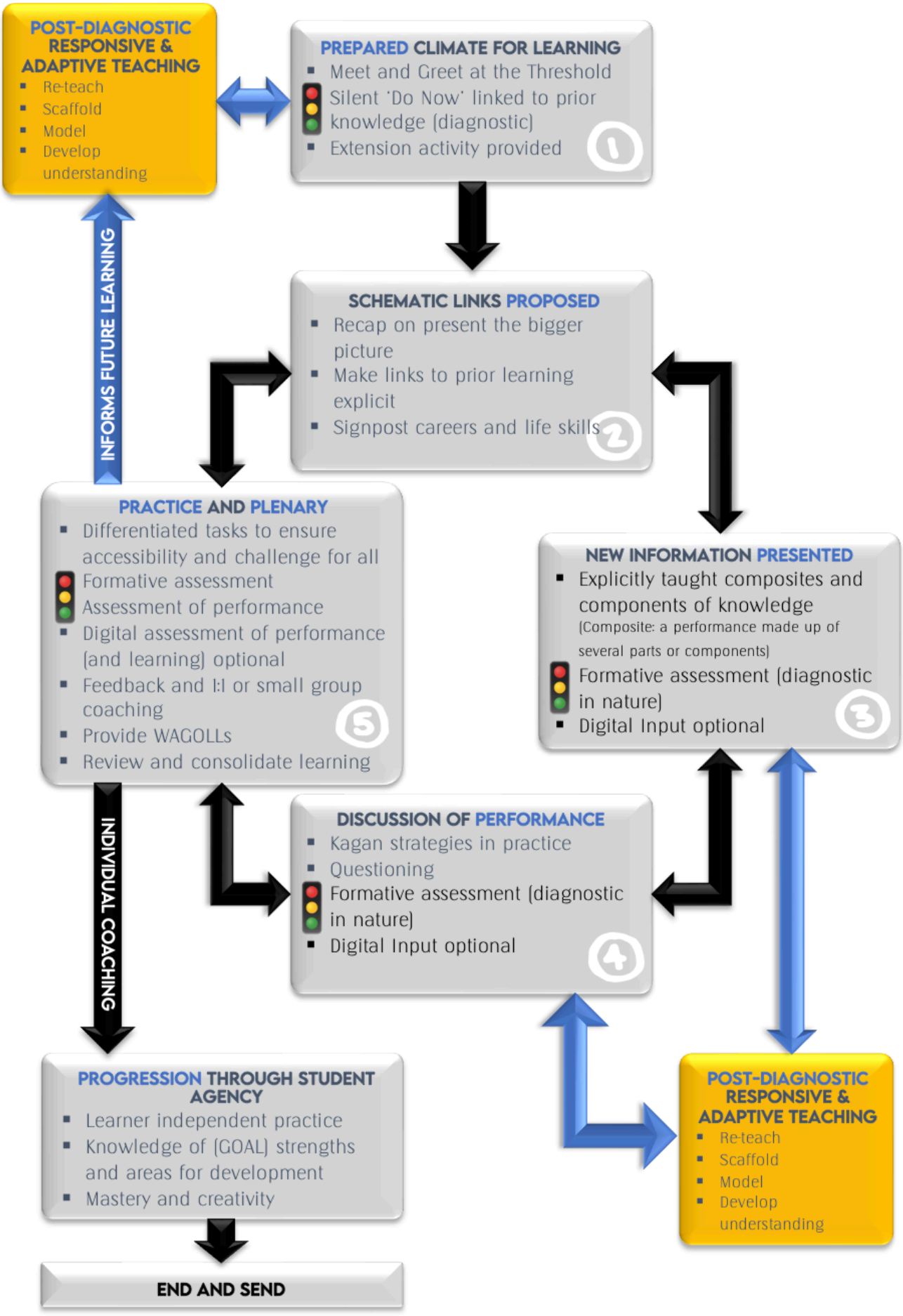
See Appendices for the teaching and learning procedures our schools follow.

This policy was reviewed with due regard to the Equality Act 2010 during the Autumn Term 2022 and Directors are aware of its contents.

Signed:

CEO

Appendix 1 – Teaching and Learning in Action

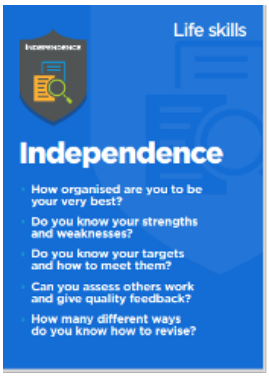


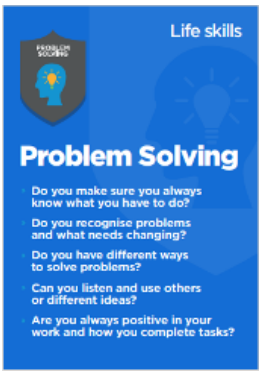
Appendix 2: UCS Classroom Expectations – Top 10

The UCS Student…

- Will arrive promptly, with the correct equipment.
- Will be wearing the correct uniform.
- Will remove their bag at the start of the lesson and place it under the desk.
- Will sit in their given seat, unless told otherwise.
- Will not leave the room, or their seat, without permission from the teacher, except in an emergency.
- Will not eat or chew gum. Will only drink water in lessons, but never in Science labs.
- Will not have their phone or headphones visible.
- Will respect the teacher and their peers.
- Will not argue with their teacher about behaviour sanctions (C1, C2, C3, C4).
- Will feel safe and contribute to lessons.

<u>The UCS Life Skills include:</u>





Appendix 3 – Standards and expectations of written and recorded work

The guidance outlined in this document focuses on the presentation of written work. However, within Quest schools, we believe that presentation goes well beyond the written page. It is an approach to learning which includes the tidiness of our classrooms, trays, shared areas, and even ourselves, and expresses a care and a pride in all we do.
Presentation of work is an important aspect of learning. The quality of presentation reflects the skills and the pride taken in our work.

- Students are to have a copy of the "Presentation of Work Agreement" (below) and the whole school literacy policy glued on the inside front cover of their book.
- Students are to write in blue or black ink only.
- Response to feedback or self-assessment in green ink.
- Dates/titles are to be underlined.
- Students must use rulers to draw straight lines.
- Diagrams/drawings/ graphs are to be completed in pencil
- Neat/well-presented work is modelled/praised.
- All books and folders must clearly display the full name, subject, class teacher and target grade.
- Any mistakes should be crossed through with a neat, ruled line
- Worksheets should be glued in neatly (only folding once if needed)
- It should be evident where a lesson ends (either draw a line underneath or "new lesson new page")
- Poorly presented work should be addressed.
- Doodling/graffiti in books is not acceptable and must be challenged

Presentation of Work Agreement

I agree that I will:

- Write clearly in blue or black ink only.
- Respond to feedback in green ink only.
- Mark any work that I complete in green ink only.
- Include a date and title (underlined) for each lesson.
- Make it clear where the lesson ends by either drawing a line underneath **or** starting a new page for each lesson.
- Complete any diagrams/drawings/ graphs in pencil and with a ruler.
- Clearly display my full name, subject, class teacher and target grade on all of my books and folders.
- Cross through any mistake with a neat, ruled line.
- Glue in all worksheets, neatly (only folding once if necessary).
- Take pride in my work and keep my book tidy and graffiti free.

Appendix 4 – Feedback

Feedback will be regular, formative and detailed enough to move the learning forward. It may be verbal or written, distanced, face-to-face or digitally delivered and the impact of which will be seen in subsequent pieces of learning.

At UCS we believe that feedback and marking must be;

- **Meaningful:** marking should vary by age group, subject and what works best for the pupil and teacher.
- **Manageable:** Feedback and marking should only be for a precise purpose which allows measurable progress whilst balancing teachers' workload.
- **Motivating:** marking should help to motivate pupils to progress. Don't assume this means writing in-depth comments or being universally positive.

Feedback must:

- **Use positive/formative language**. This is the opportunity for the teacher to acknowledge the students' knowledge and skills as well as show that they value their efforts. This part of feedback should be concise and focussed; it should focus specifically on the elements of the success criteria the student has managed to achieve.
- **Give a clear message on how to improve**. This should be specific and focussed, always in relation to the success criteria. The teacher should carefully select target(s)/ "future facing actions", which will lead to maximum progress in learning.
- **Be linked to improvement and development.** This can take many different forms but will be something that the student does to move them forward in their learning- this maybe by redrafting or correcting inaccuracies. When students produce very high-quality responses, they will be given a challenge activity to further enhance their learning.

There are four different types of formative assessment and feedback at the UCS:

- ✓ **Written** feedback which focusses on the "*Success*" within a piece of work and how each student can *"Improve"*
  Students should receive regular opportunities to have key pieces of learning assessed in depth by the teacher. Students must be given the opportunity to respond to feedback in a way that adds progress to their learning. The time for this to happen needs to be planned into lessons.
- ✓ Feedback on Showbie should use the following codes and responses. It can be captured in written form, by way of video note, or audio note:
  - 🎛️ Action required from the student. The teach may provide an additional question to answer that addresses a misconception/gap or requires a deepening of understanding. .
  - 💜Student is required to respond to teacher feedback
  - 💚 This acknowledges good work that meets expectations, no further action is needed.

- ✓ **Verbal** feedback for individual learners or for the whole class.
  Students should receive regular verbal feedback. This should be positive and should also help the students to progress with their learning.

- ✓ **Peer/ Self-Assessment:** where the student is familiar with the appropriate success criteria and is able to assess their own/ others' performance (using **green pen**) and set targets for improvement.

- ✓ **Marking for Literacy:** where the whole school literacy codes are used.
  It is not expected that staff correct every punctuation and grammatical error in every piece of writing. However, every teacher is a teacher of literacy and should address poor literacy in their assessment of students' learning.

Feedback: the responsibility of the student:
Students are required to respond to feedback from both general marking and formal assessments.

When feedback has been given, time should be given during the following lesson for students to respond. Students are required to respond to feedback using **green pen**.

Responding to feedback can be carried out in the following way:

- Corrections of spelling or grammar.
- Language development (the teaching and practice of subject-specific words and concentration on academic vocabulary).
- Corrections of incorrect work/ completion of incomplete work.
- Ideas which could be extended/further developed (answering of questions)/ Challenge tasks.
- Rewriting pieces of work.

Feedback: the responsibility of the teacher;
It is the responsibility of the teacher to ensure that the quality of their assessment and feedback is of the highest possible standard. It is the teacher's responsibility to ensure their feedback comments are of a high standard and are related to success criteria; they should also ensure that they set students improvements and/or challenge activities. Teachers must ensure that they provide opportunities for students to respond to feedback. It is expected that teachers do this in line with the whole school frequency guidelines for the classes they teach.

The responsibility of the Department/ Faculty Leader:
It is the Department/ Faculty Leader's responsibility to monitor the quality of assessment and feedback within their curriculum area, ensuring that the quality is consistently good or outstanding. Department/ Faculty Leaders will conduct regular reviews of students' work within each of the key stages, in line with the whole school quality assurance process.

The responsibility of Senior Leadership Team:
It is the role of the Curriculum Line Manager to support the Department/ Faculty Leader in quality assuring assessment and feedback within that curriculum area. It is the expectation that they too will be continually monitoring and evaluating the quality of feedback in addition to **and** alongside the Department/ Faculty Leader.
They will triangulate the quality assurance process and are responsible for ensuring the high standards of assessment and feedback expected at UCS are adhered to within their curriculum area. Ultimately, they are accountable for the quality of assessment and feedback.

Whole School Literacy Codes:

Symbol	
✓	Good point or expression
//	Paragraphing error
SP	Spelling error – word underlined
p/g	Punctuation or grammar error (phrase underlined)
^	Word or letter missing
?	Unclear meaning /clumsy expression
V	Opportunity for precise or specialist vocabulary

MFL Literacy Codes:

Symbol	What it Means
✓	Good point or expression
//	Paragraphing error
SP	Spelling error (word underlined)
CL	Capital letter needed (letter circled)
Λ	Word Missing
?	Unclear meaning/clumsy expression
V	Check Vocabulary
WO	Incorrect Word Order
T	Incorrect Tense
Vb	Verb mistake (word underlined)

Type of Feedback	What does this look like? "Success Criteria"	Frequency Guidelines	
		KS3 & KS4	KS5
Whole Class/ Written Feedback	Students' work books or booklets should be assessed ***using whole class feedback*** or individual feedback if appropriate.	Whole class feedback should be provided **twice per half-term.** Detailed feedback should be provided and evidenced in exercise books and/or Showbie once per term, and ***once per term*** using a QLA analysis and coaching form (see Appendix 8). **BTEC/ Vocational:** **Internally assessed units:** Feedback given via Showbie. Comments provided throughout the submitted work as appropriate. Gradings linked to the points rubric for the associated unit (pass/merit/distinction). Pleae note that points change dependent on GLH.	Whole class feedback should be provided **twice per half-term.** Detailed feedback should be provided and evidenced in exercise books and/or Showbie once per term, and ***once per term*** using a QLA analysis and coaching form (see Appendix 8). **BTEC/ Vocational:** **Internally assessed units:** Feedback given via Showbie. Comments provided throughout the submitted work as appropriate. Gradings linked to the points rubric for the associated unit (pass/merit/distinction). Pleae note that points change dependent on GLH. **Externally assessed units:** as other KS5 feedback Exercise books will be issued for ALL externally assessed units, but only for internally assessed units where necessary (e.g. lab books for practical results).
Verbal Feedback	This should be positive, focusing on what the student has done well, and clarifying how the students can develop their learning or performance based on gaps, stretch suggestions or identified misconceptions.	At teacher's discretion but used as appropriate (lesson by lesson basis).	At teacher's discretion but used as appropriate (lesson by lesson basis).

Peer/ Self-Assessment	This should be clearly identified in the student's book. Students should use a green pen to complete this. These activities can be used to mark: • Starter/ plenary activities • Exam questions • Graded tasks (Students MUST be provided with success criteria)	At teacher's discretion but used as appropriate (lesson by lesson basis).	At teacher's discretion but used as appropriate (lesson by lesson basis).
Marking for Literacy	Teachers address any literacy issues using whole school literacy codes (page 8).	At teacher's discretion	At teacher's discretion

Whole-class feedback forms

- Can be used for **homework or key pieces of classwork** (these should not be formal assessments).
- This should be evidenced in the teacher's planning.
- Pupils must respond to feedback using green pen.

When using the whole class feedback forms, teachers must address:

- Factual mistakes/inaccuracy and technical inaccuracies in line with the subject's requirements and expectations.
- Poor exam technique e.g. failing to answer the question, answers which are limited in depth or overly detailed for the question asked.
- Presentation and handwriting.
- Improvements that can be made to written style, using the whole school literacy policy.
- Improvements that can be made to enable a student to develop their learning:
    - 'Write one more thing about…'
    - 'Please add/insert…'
    - 'Please include…'
    - 'You need to consider whether…?'
    - 'Why do you think that…?'
    - 'Please explain the…'
    - 'Make the…more (clear? accurate?)
    - A different/ more challenging question to attempt.

Appendix 4 – Assessment

Introduction

Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there. Assessment can be used for a variety of purposes: -

- **FORMATIVE** - showing what children know, understand, can do. This informs the next teaching/learning steps. It provides a feedback and feed-forward
- **DIAGNOSTIC** - identifying particular strengths and weaknesses. Primarily used for individual children, it enables the teacher to support learning by changing support/resources
- **SUMMATIVE** - at the end of a unit it fulfills a summarising function, summing up attainment at the end of that piece of learning
- **EVALUATIVE** - showing how effectively different elements of the curriculum have been learned

Formal Assessments- (Summative)

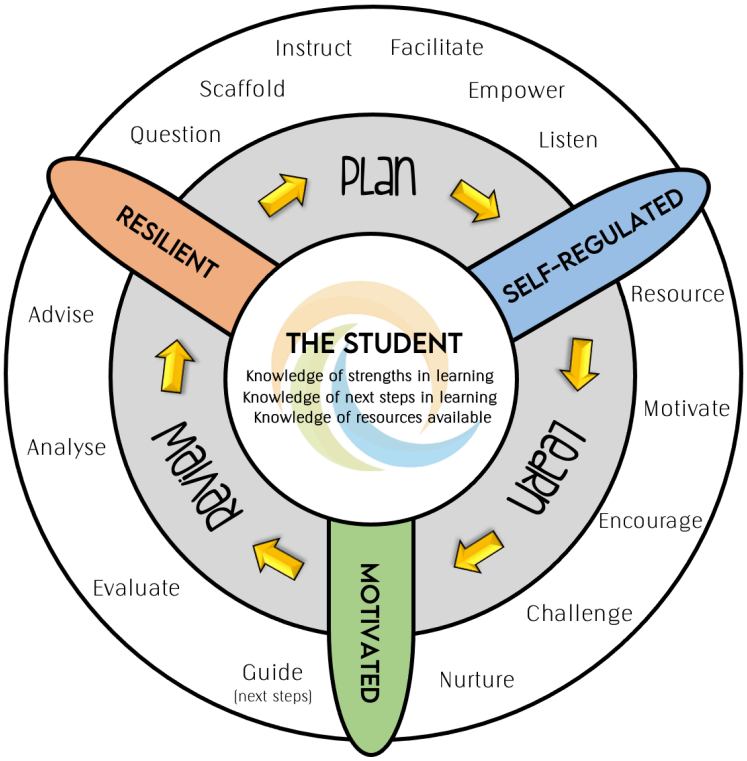
- Three summative assessments will take place during the academic year followed by a review week where students will have the opportunity to respond to teacher feedback and improve their work.
- All assessments should provide the student with a **grade (KS4/5 only)** for the piece of work (using relevant exam criteria/ grade boundaries).
- All assessments should have an individual **question level analysis** completed.
- Formal assessment grades should be recorded on the **tracking sheets** held within each department. Teachers must also keep a copy of any grades using an appropriate format.

Progress and attainment is shared formally with parents twice a year during the Autumn and Spring Terms at Parents' Evenings. At the end of a school year class teachers complete progress reports for their class and hold transition meetings with the children's teacher for the subsequent year. Teachers will also produce an annual written report for parents in the Summer Term. Reports need to be:

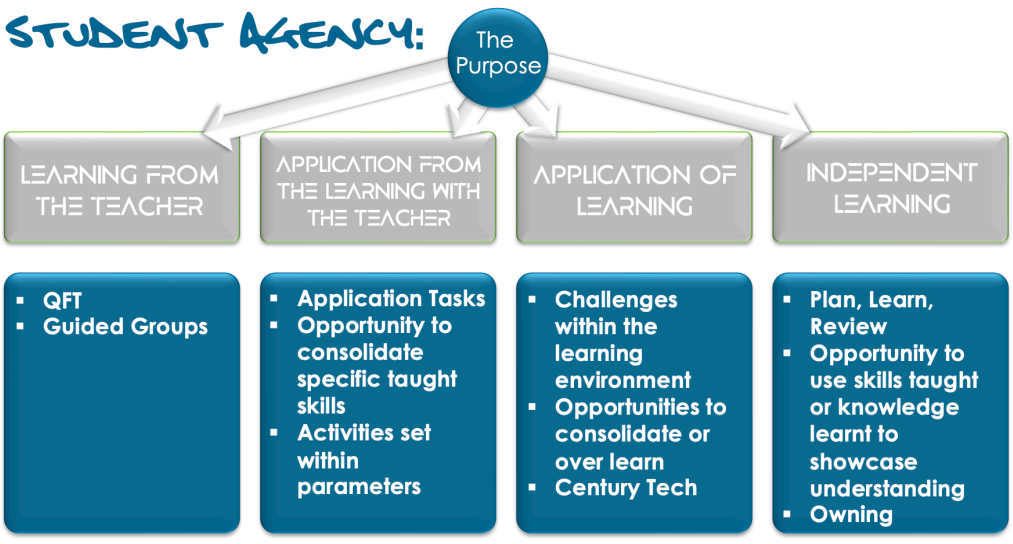
- **Clear** - written in language parents can fully understand
- **Systematic** - in a format so that there is consistency across the schools
- **Manageable** - in terms of time and amount
- **Analytical** - what the child can do and still has yet to develop

Appendix 5 – Development of our Life Skills curriculum through Student Agency

To develop our student's ownership of their own learning to develop life skills we embed student agency for all of our children through GOAL time.



Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
HABIT	EXPECTATION	QUALITY	READINESS	EMBED	OWNERSHIP
Routine Communication & Language Rigour	Consolidation Key Questions Expectation	Routine Questions Critique	Readiness Targeted Mentoring Rehearsal	Scaffold Targeted Mentoring Critique	Expectation Coaching Critique



Appendix 6 – Core Kagan techniques that all staff are trained in.

All staff during their induction period will be trained in:

- Stand up, hand up, pair up
- Mix Pair Share
- Rally Robin
- Rally Table
- Rally Coach
- Simultaneous Rally Table
- Quiz Quiz Trade
- Timed Pair Share
- Single Rally Robin
- Continuous Round Robin
- All write Round Robin
- Timed Round Robin
- Stand-N-Share
- Fan-N-Pick
- Numbered heads together
- Single round table
- Continuous round table
- Simultaneous round table

Appendix 7- Developing Teaching and Learning.

We will help teachers develop a blended approach that helps young people take agency for their goals. This will require the development of high-level coaching skills in all staff.

1. CPD is evidence based from- learning walks, lesson observations, subject reviews and staff wellbeing surveys.
2. CPD delivered on a focussed area of teaching, learning and assessment- the 3 priorities above.
3. CPD will run on a cycle of- Planning, Learning, Teaching, Assessing and Feedback.
4. We will improve our focus areas by embedding the teaching framework (5 P's) within every classroom across all Key Stages. Pedagogical strategies to support these areas will be taken from Kagan and Teach Like a Champion.
5. We will support teachers develop a blended approach that helps young people take agency for their goals. This will require the development of high-level coaching skills in all staff.

Peer Coaching Groups

A 'Peer Coaching Group' will be used as a strategy to enhance the teaching and learning at the UCS. This will consist of coaching and informal digital lesson peer/coaching opportunities (using iPads) within small groups:

The groups will meet regularly (calendared) and discuss the CPD focus area for that term.

1. Meet with to discuss and SHARE different strategies on how to implement/ improve this area by use of different pedagogy techniques.
2. Set a target for yourself to implement the pedagogy into an area of your teaching.
3. Film yourself in a lesson and use the film clip to gain feedback on your chosen pedagogical strategy.
4. Meet with your peer coaching group to review your use of different pedagogy techniques.

As a Laboratory School for the International Centre for Educational Excellence (ICEE) at Bolton University, staff will also enhance their own professional skills through partaking in 'Instructional Rounds' within the UCS and other schools across the country. 'Theories of Action' are developed from these observations and coaching opportunities which aim to further enhance outstanding practice.

Main Menu

Student Name	Overall %age	7%
Peter Schmeichal	Overall Grade	U

Qu	Topic	Max Marks	Actual	%age	Class Average
1.1	States of matter,	2	2	100%	26%
1.2	Internal energy ,	1	0	0%	26%
1.3	Density,	1	1	100%	37%
1.4	Density equation,	2	0	0%	26%
1.5	States of matter,	2	0	0%	0%
2.1	Circuit symbol,	1	0	0%	16%
2.2	Circuit symbol,	1	0	0%	42%
2.3	Thermistor and LDR,	1	0	0%	26%
2.4	Thermistor and LDR,	1	0	0%	16%
2.5	Series and Parallel,	2	0	0%	5%
2.6	Resistance ,	1	0	0%	47%
2.7	Resistance ,	1	1	100%	42%
2.8	Charge equation,	3	0	0%	33%
3.1	Plugs,	1	0	0%	5%
3.2	Plugs,	1	1	100%	42%
3.3	UK Mains supply,	1	0	0%	32%
3.4	AC DC,	2	0	0%	5%
3.5	Data ,	2	0	0%	11%
3.6	Data ,	3	0	0%	9%
4.1	SHC,	3	0	0%	18%
4.2	SHC,	1	0	0%	5%
4.3	SHC,	1	0	0%	5%
4.4	Efficiency,	2	0	0%	32%
4.5	Conductivity,	2	0	0%	0%
5.1	Energy transferred equation,	3	0	0%	23%
5.2	Data ,	2	0	0%	11%
5.3	Data ,	1	0	0%	16%
5.4	Power,	1	0	0%	42%
5.5	Power,	3	0	0%	5%
6.1	Circuit symbol,	2	0	0%	5%
6.2	Data ,	2	0	0%	32%
6.3	Data ,	1	0	0%	5%
6.4	V= IR,	1	0	0%	58%
6.5	V= IR,	3	0	0%	9%
6.6	Data ,	2	0	0%	5%
6.7	Data ,	1	0	0%	16%
7.1	Radiation,	2	0	0%	5%
7.2	Radiation,	2	0	0%	5%
7.3	Radiation,	6	0	0%	13%
		70	Average	10%	19%
		Total Score	5		

Personal Intervention Proforma

Peter Schmeichal
As a result of this assessment, you will need to re-visit:
Internal energy ,
Density equation,
States of matter,
Circuit symbol,
Circuit symbol,
Thermistor and LDR,
Thermistor and LDR,
Series and Parallel,
Resistance ,
Charge equation,
Plugs,
UK Mains supply,
AC DC,
Data ,
Data ,
SHC,
SHC,
SHC,
Efficiency,
Conductivity,
Energy transferred equation,
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Radiation,
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