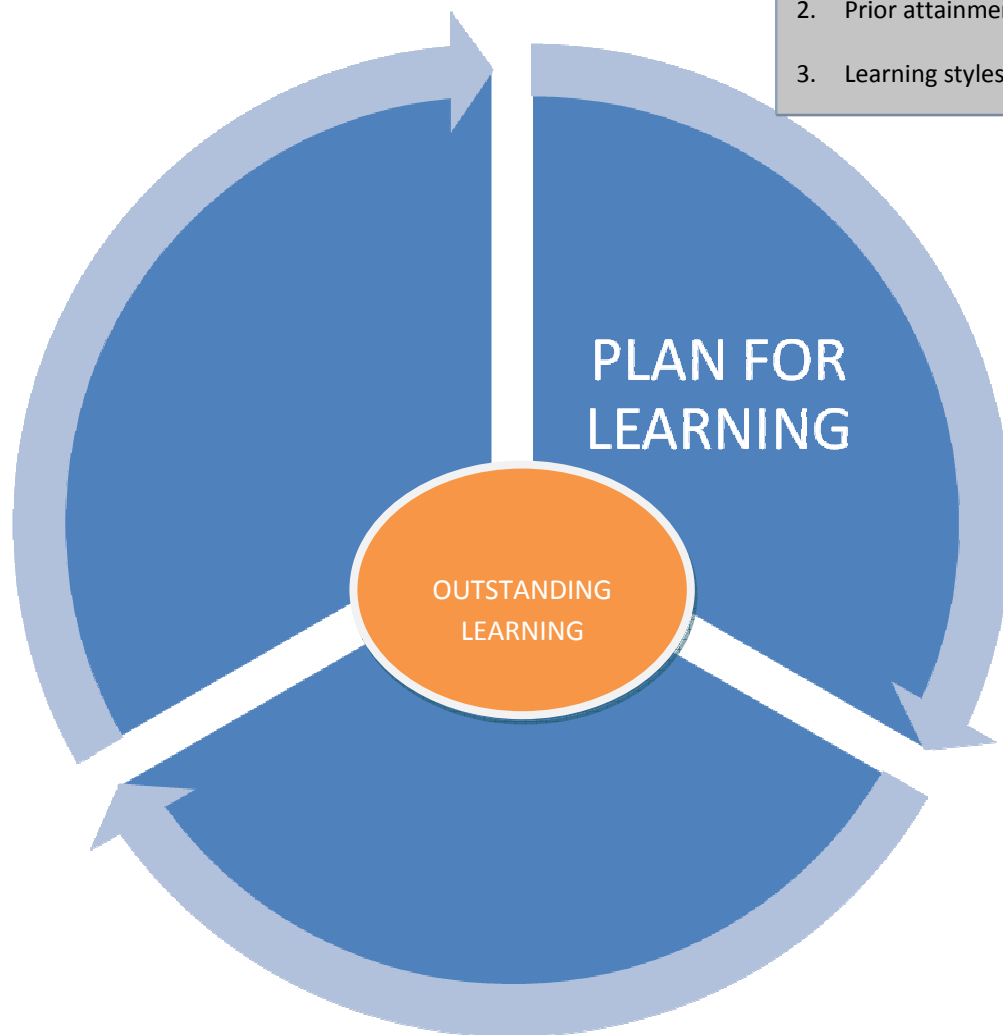


Learning, Teaching and Assessment Policy

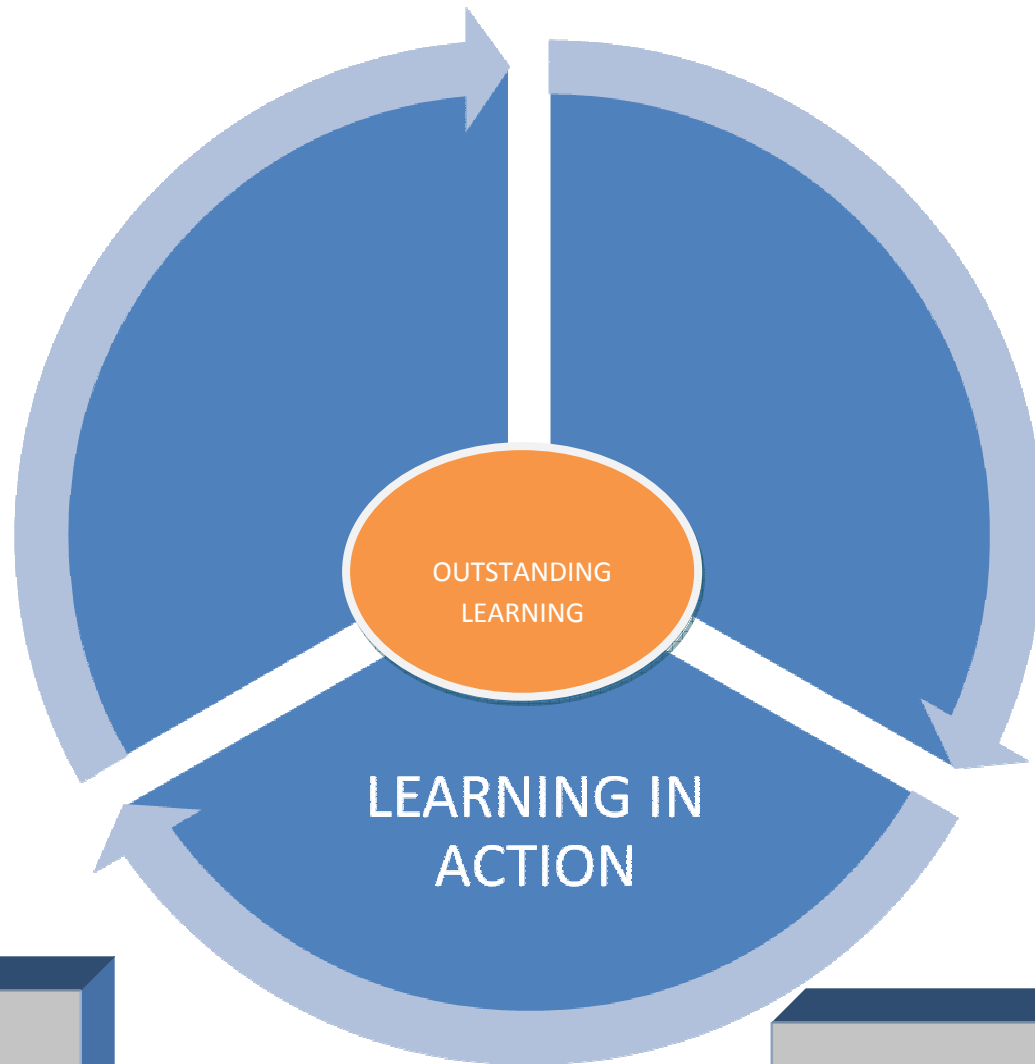


- KNOWLEDGE OF:**
1. Background of students – from SIMS, Pupil Directory, primary records, other staff
 2. Prior attainment
 3. Learning styles – what works with the students?

- CONSIDER:**
1. What do you want students to learn?
 2. What will students do to demonstrate their learning?

- THE CURRICULUM**
- National Curriculum
 - Pathways
 - Targets

- PLAN ACTIVITIES:**
1. A range and variety
 2. Which will engage learners
 3. Which demand the active involvement of learners
 4. Which will allow learners to demonstrate success
 5. Using the school lesson 3 a page planning format for all



SET THE CLIMATE:

1. Be on time
2. Resources prepared, spare pens/pencils
3. Have a seating plan
4. Meet and greet

ASSESS:

1. Build in Assessment for Learning
2. Use Peer and Self Assessment
3. Plan your Q and A techniques

SEAL:

1. Reward, praise and encourage
2. Be emotionally intelligent
3. Link to the SEAL outcomes

PEDAGOGY:

1. Share the big picture
2. Establish clear WALT and WILF
3. Chunk the learning activities

REFLECT:

1. Did the lesson work? Why?

RECORD:

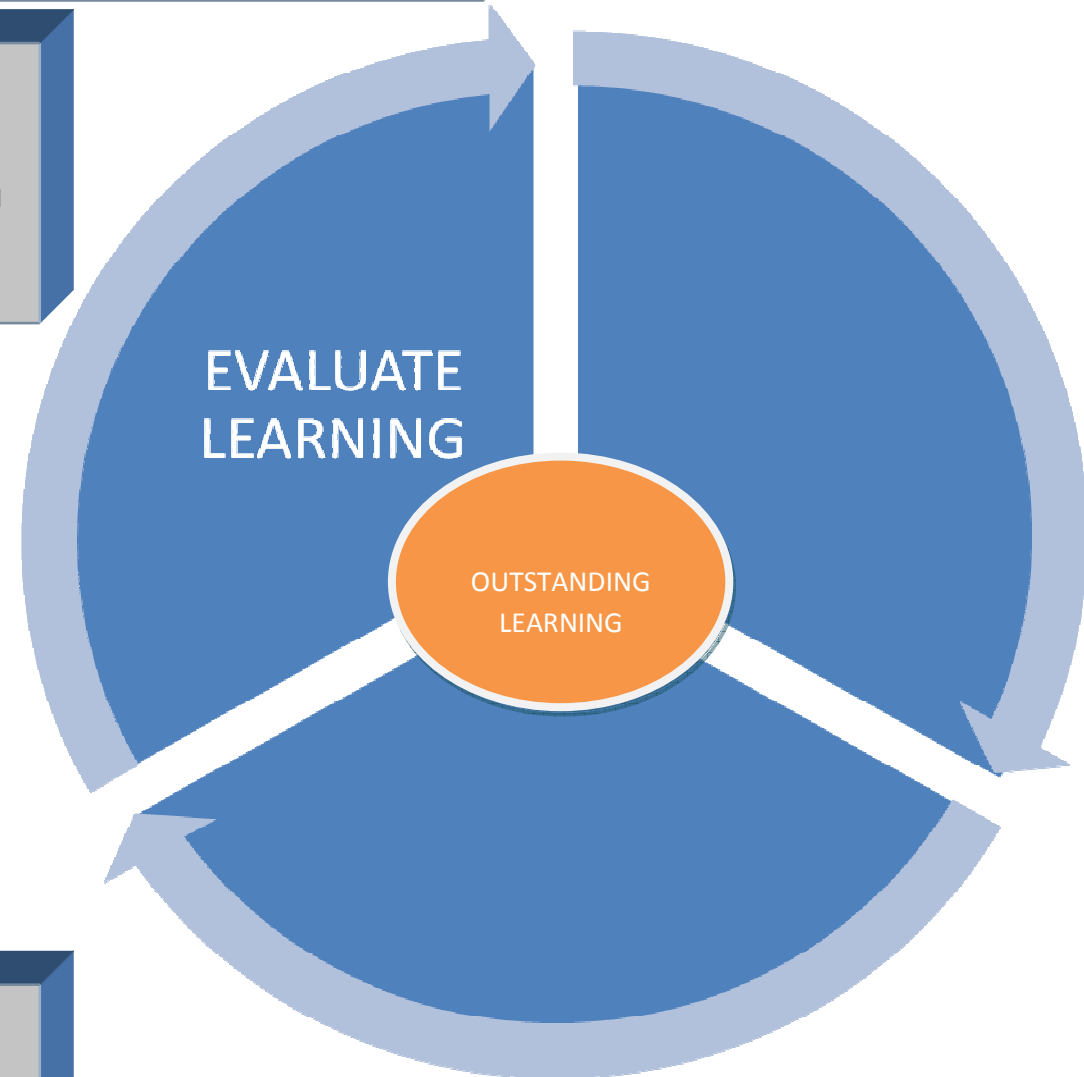
1. Enter assessments onto SIMS
2. Curricular Target Setting: Support students in recording assessments and what they need to do to improve
3. Enter behaviour onto SIMS – both achievements and misbehaviour

ASSESS:

1. Mark student work giving feedback on strengths and areas for improvement
2. Issue commendations
3. Follow marking policy for class and homework
4. Record NC levels from a marked, graded task once every half term
5. Are students on target?
6. What do students need to do to improve? *Informs Curricular*

WHAT DID STUDENTS TELL YOU?

1. Informally - by their behaviour; engagement; enjoyment.
2. Formally – through questionnaires or “Steps to Learning” activity.



Class:

Learning Objective (WALT)	Learning Objective (WALT)	Learning Objective (WALT)
Learning Outcome (WILF)	Learning Outcome (WILF)	Learning Outcome (WILF)
Starter Activity	Starter Activity	Starter Activity
Main Learning activities (Two or more – for <u>each</u> activity state what the students will <u>LEARN</u>) mini plenaries 1. 2. 3. Homework –.	Main Learning activities (Two or more – for <u>each</u> activity state what the students will <u>LEARN</u>) mini plenaries 1. 2. 3. Homework –.	Main Learning activities (Two or more – for <u>each</u> activity state what the students will <u>LEARN</u>) mini plenaries 1. 2. 3. Homework –.
Plenary Activity	Plenary Activity	Plenary Activity
Students with differing needs – who/how	Students with differing needs – who/how	Students with differing needs – who/how
Assessment for Learning [AfL] What level are they working at? How will they take next steps?	Assessment for Learning [AfL] What level are they working at? How will they take next steps?	Assessment for Learning [AfL] What level are they working at? How will they take next steps?

