



MEPA ACADEMY

TEACHING, LEARNING & ASSESSMENT POLICY

THIS POLICY IS WRITTEN FOR MEPA ACADEMY

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TEACHING, LEARNING AND ASSESSMENT STATEMENT

At MEPA Academy, we have a strong belief that teaching, learning and assessment should be integral as part of the learning process. The quality of assessment has a significant impact on attainment by stimulating and challenging student to work hard and by encouraging teachers to focus on how to improve the learning of individual student.

- Subject/Teacher folders to be available within all lessons.
- Assessment deadlines are to be met by all teaching staff.
- Written reports are completed, and quality assured by Senior Management with moderation and quality assurance process of data drops.
- Subject teachers are held accountable for pupil outcomes within their subject and attend raising attainment meetings with the Principal, Vice Principal or Senior Management to discuss key actions.
- For teaching staff to use assessment outcomes to develop knowledge and understanding of establishing pupil's current ability level.
- Teachers are able to make consistent judgements upon pupil progress across all year groups.
- Teaching staff are able to measure the continued progress and outcomes of their subject for each student.
- Subject leaders have written assessment outcomes/key performance indicators in line with the specifications that support the examination course.
- In Key Stage 3 student are assessed using Key Performance Indicators. In each year group student are assessed using the following; Emerging, Developing, Secure and Mastering.
- In Key Stage 4 student will be assessed based on GCSE specifications including 1-9 for GCSE.
- To use assessment to adapt teaching addressing common misconceptions.
- To ensure a consistent approach to assessment across MEPA Academy.
- To offer guidance on assessment, marking, recording and reporting procedures.
- Teaching methods involve a range of different assessment strategies in the classroom to check student understanding, identifying misconceptions and providing clear and direct feedback.
- MEPA Academy takes the involvement of parents very seriously and communicate with them where needed. The parents value well-written, personalised school reports, and they also 3 of 6 appreciate regular, informal consultation over and above that provided at conventional parents' evenings.

For all assessments, agreed Access Arrangements will be applied. Where a teacher has evidence that a students requires access arrangements, they will complete an evidence sheet.

Access arrangements will be tested and evidenced during the Year 11 Mock Examinations. The full evidence gathered will then be reviewed by an external Access Arrangements verifier who will provide recommendations for applying to exam boards. Access Arrangements are subject to exam board approval.

TEACHING AND LEARNING

"Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Wiliam)

Teachers must be explicit about the key knowledge and vocabulary that all students must use. Students must know the knowledge and key skills you want them to learn and the language they are expected to understand and use. We are all teachers of literacy. The quality of both students' and teachers' language, through instructions and questioning, are significant determinants of progress.

CHALLENGE

We should have high expectations of all students all of the time. It is good for students to struggle just outside of their comfort zone. All students must be working harder than the teacher over time and should begin learning as soon as they arrive in the classroom and for the whole lesson

EXPLANATION

Teacher instruction should be planned with awareness of demands on students' cognitive load, by presenting new material in small steps.

1. Limit the amount of material students receive at one time.
2. Give clear and simple instructions and explanations.
3. Think aloud and model steps.
4. Use more time to provide explanation and provide many examples.
5. Re-teach as necessary.

I DO, WE DO, YOU DO

Modelling (I do)

Teach to the top with expert instruction and modelling To learn how to do something, students need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves. Modelling supports explanation and can help students to make abstract ideas concrete. E.g.:

1. Demonstrate the worked activity in front of students, ego using a visualiser
2. Think aloud to show the thought process.
3. Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
4. Integrate quick fire questioning e.g. why am I doing this now?
5. Provide model answers

Guided practice with scaffolding (we do)

Worked examples and scaffolding used to all support students to demonstrate their learning e.g. sentence starters, key word definitions, procedural steps visible etc Effective class discussion and questioning can happen at this stage

Independent, deliberate practice (you do)

Students should be provided with the time they need to practise new material in a number of ways in order to master it. Scaffolding reduced or removed for majority of students. This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of student's comfort zone.

RESPONSIVE TEACHING

Teachers should ensure that learning has stuck, by checking for understanding. All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt. If learning is not yet secure for students the lesson should be adapted or retaught differently

For responsive teaching teachers can use:

Questioning

Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend student understanding. Teachers should ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons. Majority of questions should be done through cold calling, with targeted questioning used to support and challenge students. Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc

Retrieval Practice

Retrieval is a learning strategy that should be used regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner. When used at start of lesson as a “Do now” activity it can help to recap prior knowledge needed for today’s lesson and support teacher with understanding prior learning of the class.

STUDENT PRESENTATION

Students’ books are to be maintained to a high standard.

- Date and title to be written in the book at the start of every lesson.
- Date and title to be underlined.
- Worksheets are to be trimmed and stuck into the student book.
- Space to be left for any work that needs to be completed or finished.
- Teacher marking to be completed in purple pen
- Peer/Self marking to be completed in green pen
- Missing / work to be finished to be completed in red pen (indicating extra time)

Please see Appendix 2 to view an example of best practice with students’ books.

LEARNING WALKS

The Senior Leadership team will conduct regular learning walks around the Academy with focuses on specific areas e.g. Safeguarding, Behaviour, Teaching Strategies, Book Looks.

LESSON OBSERVATIONS

Each term, the senior leadership team will conduct a full lesson observation to ensure that this policy is being followed. Lesson observations will consist of a full hour and will be once a term. Lesson feedback will be delivered either verbally or through an email. The guidance that is used by the senior leadership team for the lesson observations is available in Appendix 5.

MARKING

At MEPA Academy we are committed to ensuring that all our students receive regular and frequent, detailed feedback, both oral and written, to ensure that they are making effective progress towards their targets; we are committed to encourage students to share their work with others, consider other viewpoints and allow their ideas to support their peers.

All our students can expect the following standards:

- Marking code to be used within the students book (Appendix 1)
- Frequent, detailed and accurate feedback in every subject
- Written feedback that is legible and written in language that the student can access
- Feedback that shows the student how they have made progress against the assessment criteria, strengths of the work created and targets for further improvement
- Feedback that will improve the student's literacy skills
- Feedback that creates a climate of stretch and challenge, with teachers encouraging creative solutions and praising process and effort as well as outcomes.
- To celebrate and reward learners' achievement and progress. Work is marked on a regular basis and proportionate to the amount of lessons taught per fortnight.
- All subjects must ensure SPaG is marked and responded to by the students in green.
- Where verbal feedback is given to a student this must be recorded with the correct code so that it is obvious a discussion has been used to support the student to make improvements.

Marking is to be summarised on a marking sticker that should be stuck into the students book at the end of the teacher's marking.

SUBJECT FOLDERS

Each subject folder has a folder where key information as a hard copy is recorded. Within these subject folders, teachers are expected to have:

- Class photos and student information e.g. SEN, pupil passports, access arrangements.
- Overview of assessment information
- Academic/Vocational checklists
- Curriculum Maps, Statements, End Points and Schemes of Work.
- Basic data, CAT scores and end of GCSE target grade.
- Assessment records, scores and data analysis.
- Seating Plans

ASSESSMENTS

At MEPA Academy, we use assessments a method to understand the attainment and progress of our students. This allows us to address misconceptions and gaps within our students learning.

ASSESSMENT FOR LEARNING

- Current grades will be reported at the end of each term to parents/carers
- Assessment should be holistic, and will take many forms, not just 'marking'. For example, teachers will assess the student understanding of their learning through techniques such as questioning, one-to-one discussion, verbal feedback, written feedback, and other strategies that check understanding and address misconceptions.
- Teachers will use assessments to respond and adapt teaching as necessary following gap analysis for individuals and whole class.
- When assessing student's work, teachers consider the needs of the pupil when marking, adapting feedback to maximize student' progress.

END OF TERM ASSESSMENTS

- At the end of each term, students from all year groups will sit assessments in each of their academic lessons. These will be scheduled and the timetable shared with students and parents.
- Assessment papers will be quality assured through line management procedures.
- Year 11 students will sit formal Mock Exams at the end of Term 2.
- Assessments other than Mocks are to be designed as 45 minutes long, this allows an additional 10 minutes for extra time evidence.

DATA DROPS

- At each assessment point (end of term), teachers are to submit the score, percentage and grade as part of the data drop. This information is reported to parents/carers along with a comment and effort score.
- Data drops from assessments can only be submitted once a teacher's sample has been moderated.
- Teachers will then be provided with a data analysis sheet which provides pass rates and progress values for all key indicators e.g. SEN, Boys, Girls, Pupil Premium, High/Middle/Low Prior Attainers.
- Teachers are expected to use the data analysis to support their planning.

PROGRESSIVE MARKING OF ASSESSMENTS

- Assessments will be marked in purple pen.
- Assessment marking will be quality assured prior to the data drop. Teachers will submit papers for moderation to the senior management team. Once agreed, Teachers will be able to submit their data drop.
- Pupils will respond to all marking in green. Extension tasks will be available to ensure progress, this may include class or individual tasks, addressing misconceptions, depending on the need of the pupil.

STUDENT ASSESSMENT FOLDER

- Each student has an assessment folder where their end of term assessment is stored for each subject. Other in class assessments e.g. end of topic will be stored there as well.

MONITORING AND EVALUATION OF TEACHING AND LEARNING

We will monitor teaching and learning across the school to make sure that all our students make the best possible progress from their starting points

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

SLT will monitor and evaluate the impact of teaching on student's learning through:

- Conducting learning walks

- Book looks
- Lesson Observations
- Review of termly progress checks
- Gathering input from student voice and teacher questionnaires

CONTINUING PROFESSIONAL DEVELOPMENT

“Be the best you can until you know better, and when you know better, do better and be better”. Maya Angelou

All staff at MEPA Academy should engage with high quality researched based CPD and to be open minded, reflective and proactive at continually trying to improve their teaching practice. Teaching and Learning CPD will be focused on what will make the biggest impact to teachers and students, and staff will be given time to work collaboratively in subject specific teams to implement it.

The aim is to ensure all CPD is embedded, reviewed and evaluated.

CPD at MEPA Academy is:

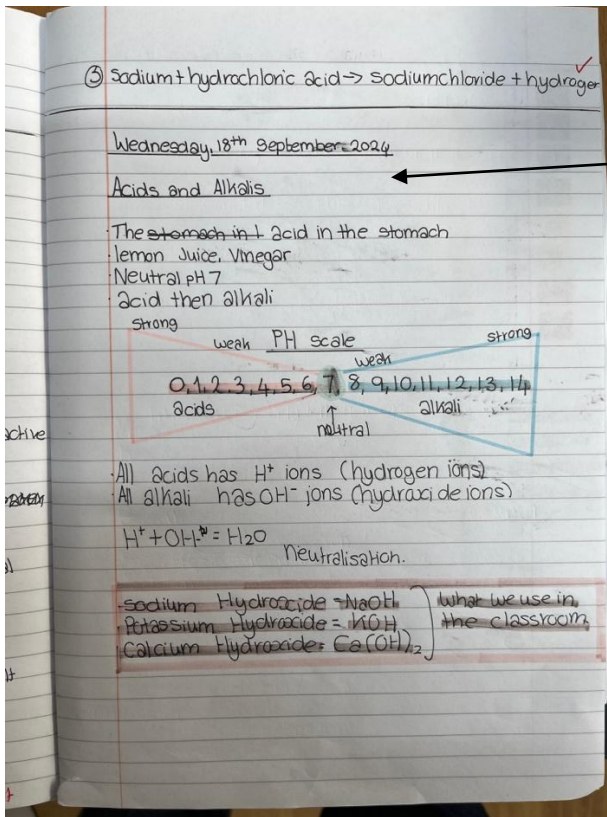
- Focused on Quality First Teaching
- Underpinned by the Teaching Standards
- Developmental
- Research Informed

Lesson observations will follow a coaching model and are part of teacher’s CPD. As a result, they will not be used for monitoring and evaluation purposes

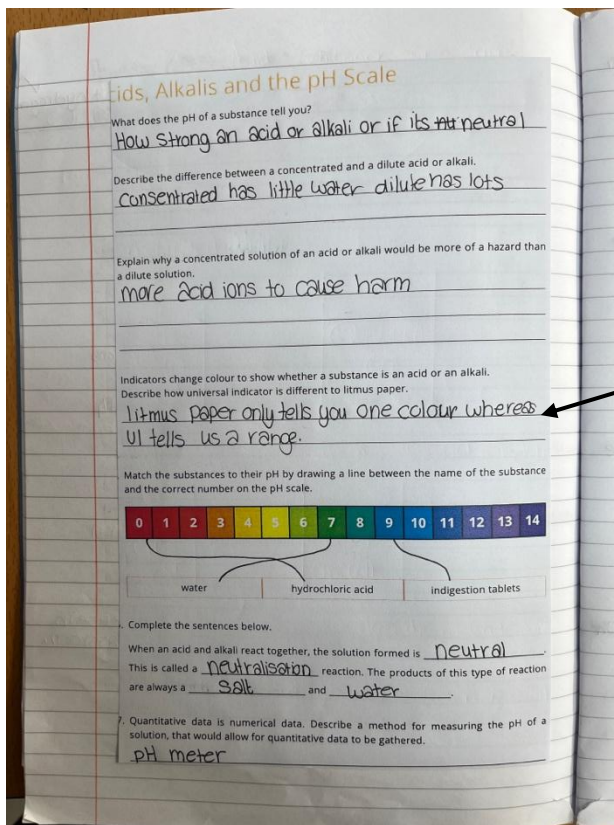
APPENDIX 1

Code	Meaning
√	This is correct
√√	This is very good
X	This is incorrect
Sp	Incorrect spelling
P	Punctuation
//	Start a new paragraph
∧	You have missed something out
?	Unclear: rewrite or explain
V	Use the correct vocabulary
C	Capital letters
G	Grammatical error
VF	Verbal feedback
Assessment feedback	
WWW	What went well
EBI	Even better if
MRI	My Response is

APPENDIX 2



Date and title to be written for each lesson and underlined



Worksheets to be appropriately stuck in with the associated lesson.

Worksheets to be trimmed and stuck in to book neatly with no overhang on the pages.

APPENDIX 5

	HIGHLY EFFECTIVE	EFFECTIVE	WORKING TOWARDS	WORKING BELOW
CURRICULUM PLANNING (N/A FOR VOCATIONAL TEACHERS)	<ul style="list-style-type: none"> Students learning in books matches with the Roadmap and Scheme of work. Students learning journey is highlighted at key moments and students are aware of their learning journey. Students can make connections between prior and current learning as well as connections with learning in other curriculum areas. Lessons are appropriately sequenced to embed and maximise learning and knowledge retention. Subject roadmaps are visible within all students' books. Marking is effective and evident within all students' books, with students both self-assessing, peer-assessing and responding to teacher feedback. 	<ul style="list-style-type: none"> Students learning is in line with roadmaps and schemes of work, however there are some omissions. Students are aware of what they are learning and can make some connections to prior learning. Lessons are sequenced and following a scheme of work. Roadmaps have been created however not present within all student's books. Marking is present within the students' books; however, students have not had sufficient time to respond and feedback to the marking. 	<ul style="list-style-type: none"> Schemes of work are present, however need completing with a roadmap to follow. Prior learning is highlighted however students are not able to make their own connections. Lessons are beginning to be appropriately sequenced. Roadmaps are not yet present within students' books. Marking is ad hoc and not embedded as part of the teachers routines. 	<ul style="list-style-type: none"> Schemes of work not in place and roadmaps have not been produced. No prior learning is highlighted. Lessons are not sequenced. Roadmaps have not been created for the learning area. No marking present.
BEHAVIOUR & ROUTINES	<ul style="list-style-type: none"> All students are actively engaged within the lesson and focused on the learning. No negative or disruptive behaviour is present within the classroom. Merits and praise are issued to students in line with the Academy policy and MEPA Academy Lesson Checklist. MEPA Academy Checklist has been fully embedded with the class 	<ul style="list-style-type: none"> The teacher has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. Staff make sure that pupils follow appropriate routines MEPA Academy checklist is embedded with some omissions present. 	<ul style="list-style-type: none"> Routines are still being embedded which effect the flow of the lesson. Pupils do not have a firm understanding of the expectations in the classroom. 	<ul style="list-style-type: none"> There are no visible routines that have been embedded are not effective and do not contribute to the welfare of the pupils.

	HIGHLY EFFECTIVE	EFFECTIVE	WORKING TOWARDS	WORKING BELOW
LEARNING & PROGRESS	<ul style="list-style-type: none"> Students consistently achieve highly, particularly the most disadvantaged. Students are appropriately challenged, and work is targeted towards key indicating groups. Pupils with SEND achieve exceptionally well. Literacy and Reading is embedded within the lesson, with keywords and terminology taught before in-depth learning can take place. 	<ul style="list-style-type: none"> Students consistently achieve well, with disadvantaged students progressing. Students are challenged and work is targeted. SEND students do make progress. Literacy and Reading is embedded within the lessons. 	<ul style="list-style-type: none"> Students achieve well, with disadvantaged students beginning to progress. Students are beginning to be challenged with targeted work. SEND students are beginning to make some progress. Literacy and Reading is beginning to be introduced within lessons. 	<ul style="list-style-type: none"> Students do not make enough progress. Students are not challenged or targeted with their work. SEN students do not achieve. Literacy and Reading is not addressed at all within the lesson.
SEN	<ul style="list-style-type: none"> Pupil Passports have been thoroughly and effectively introduced and embedded within the classroom. SEN students are checked in within throughout the lesson and appropriately supported. SEN students placed near the front of the classroom for ease of check ins and support. 	<ul style="list-style-type: none"> Pupil passports have clearly been understood by teachers and strategies are clearly used within the classrooms. SEN students are checked in throughout the lesson and are supported. SEN students are sat appropriately. 	<ul style="list-style-type: none"> Pupil passports have been read and have begun to be embedded within the classroom setting. SEN students do have check ins however, are not supported enough in the classroom or studio. 	<ul style="list-style-type: none"> Pupil passports have not been read or implemented within the classroom setting. SEN students are not checked in with or supported throughout the lesson.

	HIGHLY EFFECTIVE	EFFECTIVE	WORKING TOWARDS	WORKING BELOW
VOCATIONAL TEACHERS	<ul style="list-style-type: none"> • Students have a clear understanding of what they are learning and are progressing towards. • Students fully understand the end goal of their training. • Lessons are fully engaging with all students active within the lesson. • Teachers consider the abilities of all students and appropriately stretch and challenge students to reach their protentional. • Teachers are able to provide students with specific feedback to enhance their technique, skills and/or performance • Students have a strong understanding of terminology and industry expectations. • Teachers provide a positive and safe environment within the studio for all students to succeed including addressing incorrect uniform and jewellery. 	<ul style="list-style-type: none"> • Lessons are engaging with most students active within the lesson, some students may be not doing something. (Consider differentiated work). • Students are aware of their end goals. • Teachers are aware of individual students' abilities and are able to provide some challenging practices for students. • Teachers provide some feedback to students. • Students understand terminology and are aware of the industry expectations. • Teachers address incorrect uniform and jewellery and can create a positive atmosphere. 	<ul style="list-style-type: none"> • Lessons have engaging aspects, however, need to be more developed. • Students are not aware of the expectations at the end of their training. • Feedback is provided ad hoc and needs to be more constructive. • Students are becoming aware of key terminology and understand some expectations. • Uniform and jewellery is addressed ad hoc and needs to be more consistent. 	<ul style="list-style-type: none"> • Lessons are not appropriately planned for the students in the studio. • Expectations are not present including uniform and jewellery.




MARKING POLICY

A guide for teachers, parents/carers and students on our marking policy

MARKING STICKERS

Books are to be marked by teachers a minimum of twice a half term. Each time a book is marked, teachers are to use a marking sticker at the end of the last piece of work to round up the marking of the book at the time.

Marking in student's books is to be constructive. Where a teacher provides a corrected answer or new information through marking in purple pen, a task / new question is provided for students to complete and consolidate this skill, knowledge or technique in red pen.

	A2L	CG	PG
What has gone well?	_____		

Even better if...	_____		

I would now like you too...	_____		

Teacher Name: _____	Date: _____		

DEDICATED IMPROVEMENT TIME

Students are provided time in lesson to complete incomplete work, answer additional questions or add work.

END OF TOPIC/TERM

When assessments are completed, assessment papers are to be stored in the student's assessment file. With the 'What Went Well' and 'Even Better If' completed for each term and subject area.

BOOK PRESENTATION

- D DATE
- U UNDERLINE (with ruler)
- M MISS A LINE
- T TITLE
- U UNDERLINE
- M MISS A LINE
- S START

WITHIN BOOKS, WORKSHEETS WILL BE TRIMMED AND GLUED IN.

MARKING CODE

- ✓ Correct / Great work
- S Spelling
- G Grammar
- VF Verbal Feedback

MARKING STICKER

- A2L Attitude to Learning
- CG Current Grade
- PG Predicted Grade

PEN COLOUR CODES IN STUDENT BOOKS

Normal class work is to be completed in blue or black pen



FUSING EDUCATION WITH THE ARTS
DREAM, BELIEVE, ACHIEVE