



Teaching, Learning and Assessment Policy

Policy/Procedure creator: Senior Management Team

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Date policy first created	01/09/2021
Current policy reviewed by	Kate Williams
Current policy approved by	Mandy Ellen
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Key staff involved in the policy

Role	Name
Exams officer	Kate Williams
ALS lead/SENCo	Claire Ross
Senior leader(s)	Mandy Ellen and Emma Finch
Head of centre	Mandy Ellen
Other staff (if applicable)	Not Applicable

This policy is reviewed and updated annually to ensure that access arrangements process at MEPA Academy is managed in accordance with current requirements and regulations.

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.

- Class data files (CDF) to be available within all lessons.
- Assessment deadlines are to be met by all teaching staff.
- Written reports are completed, and quality assured by Head Teacher 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 Head Teacher 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

appreciate regular, informal consultation over and above that provided at conventional parents' evenings.

For termly whole school reporting, the grades below will be completed on the pupil progress form based on individual subject's criteria:

9/M	8/M	7/M	6/M	5/M	4/M	3/M	2/M	1/M	E/M	N/M	WT
9/S	8/S	7/S	6/S	5/S	4/S	3/S	2/S	1/S	E/S	N/S	
9/D	8/D	7/D	6/D	5/D	4/D	3/D	2/D	1/D	E/D	N/D	
9/E	8/E	7/E	6/E	5/E	4/E	3/E	2/E	1/E	E/E	N/E	

Assessment for learning:

- 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.

Reflective marking of students' books:

- All books will be engaged with by the pupil and the teacher.
- Questions and verbal feedback should be responded to in green, by the student.
- There will be evidence of *reflection tasks* in green, including peer and self-assessment.
- In-depth marking will take place at least once during a topic within each subject this must include assessment tasks. This will be marked in purple and will identify areas of strength as well as provide students with the opportunity to improve their work and set their own targets based on reflection of assessment areas. These targets will be reflected on within the following term and students will date and tick when they have been achieved. Teachers will fill out the WWW part (Appendix 1)
- DIRT (Directed Improvement and Reflection Time) tasks will be completed for all common misconceptions.

Progressive marking of assessments:

- Assessments will be marked using the marking assessment template.

- Assessments will be marked using What Went Well (WWW), Even Better If (EBI) and My Response Is (MRI).
- 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.
- All assessments to be available on request, e.g. during learning walks and book looks in the students' assessment folders.

Marking:

- Teachers must use the following marking codes to support feedback. Marking should be in purple pen with students responding in green. Time must be given, at the first opportunity, for students to respond to marking for improvement. This must then be acknowledged by teaching staff.
- **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.

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

Assessment information for individual subjects:

- For Year 7-10, all subjects will offer 3 formal summative assessments per year, assessing knowledge and skill.
- For Year 11, all subjects will complete half termly assessments up until exam time
- Each subject will use assessment in class to identify misconceptions and adapt the curriculum to ensure progress for student.
- Subjects present assessment information through different methods to complement the knowledge and skills learnt. These methods are outlined below:

Progress/ assessment Folders	KPI booklets Videos	Assessment to be found in books/folders
<ul style="list-style-type: none"> - English - Mathematics - Science - History - Geography 	<ul style="list-style-type: none"> - Dance - Drama - Music 	<ul style="list-style-type: none"> - Art

Teacher assessment records:

- Teachers are expected to keep accurate assessment records so that they can give account to student, parents/carers and to school leaders about the progress that student are making. These assessment records must be updated at regular intervals so that they are fully up to date.

Formal end of year examinations:

- In addition, to in-class testing student must be given opportunities to experience examination-type conditions, so that they are as fully prepared for public examinations as possible when they reach the end of Key Stage 4.
- All mock examinations in Key Stage 4 should be closely modelled to past and specimen papers provided by the examination boards and marked using the examination board mark schemes.
- Subject teachers should ensure that appropriate resources are given to the students to support them with their preparation for practice examinations.

CDF, the class data file should include:

- Overview of assessment information

- Room routines/department routines e.g. come in and respond to the question on the board, MEPA Mantra

The following divided into classes

- SOW front cover
- Pupil information sheet, basic data, CAT scores and end of GCSE target grade.
- Support information including SEND and disadvantaged student

The Role of the Parent:

We believe that parents have a fundamental role to play in helping student to learn. We do all we can to inform parents about what and how their child is learning by holding parents' evenings to explain pupil progress. Sending regular reports to parents in which we explain the progress made by each pupil and indicate how the pupil can improve further.

Year 7-10	Autumn Assessment	Spring Assessment	Summer Assessment
WWW <i>Teacher completes</i>			
Target <i>Student completes</i>			

Year 11	Autumn 1 Assessment	Autumn 2 Assessment	Spring 1 Assessment	Spring 2 Assessment	Summer 1 Assessment
WWW <i>Teacher completes</i>					
Target <i>Student completes</i>					

