

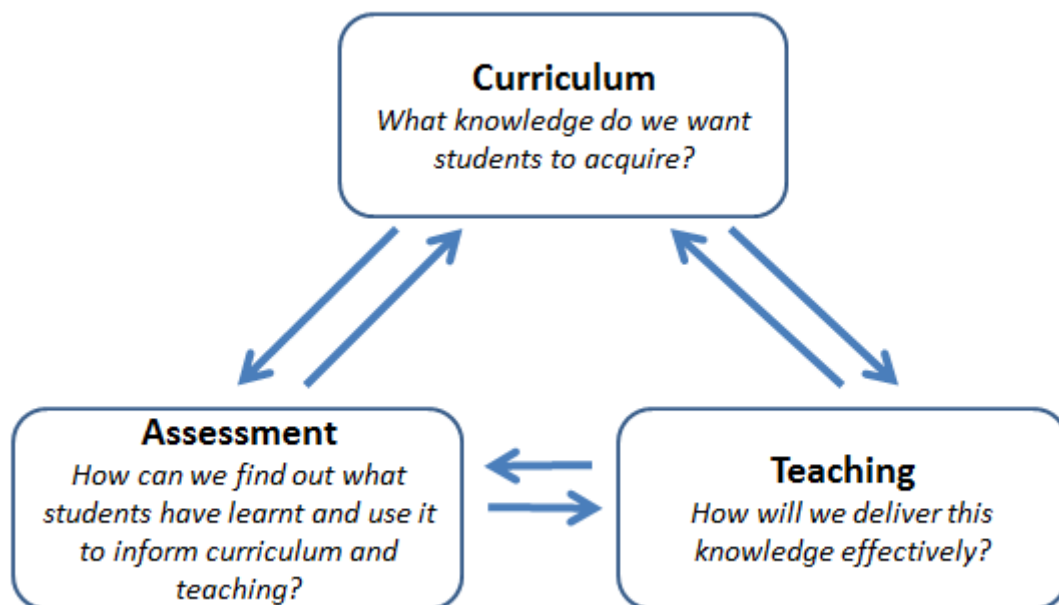


READING SCHOOL

Teaching & Assessment Policy

1. Introduction

- 1.1 This policy provides the framework that is used for making decisions in the school about teaching, learning and assessment. It is relevant to classroom teachers, Curriculum Leaders, Senior Leaders and a range of support staff in the school, including Governors.
- 1.2 When we talk about learning, we mean the retention and recall of knowledge so that it can be applied in different contexts. It should be durable and flexible. A well-sequenced curriculum is a pre-requisite for effective learning.



- 1.3 The overarching philosophy of this policy is subject-specific: we believe that effective pedagogy is driven by the curriculum content, so decisions about teaching and assessment should be considered by subject expert teams and, wherever possible, informed by educational research.
- 1.4 We expect all staff and students to uphold common behaviour principles and practices that ensure our classrooms are safe and respectful environments for learning. In addition, we expect all our teachers to use the Principles of Expert Teaching at Reading School (see

appendix A) to effectively facilitate learning. We advocate intra-departmental collaboration that prioritises staff wellbeing and ensures consistency of learning for an individual student's time studying any particular curriculum subject.

- 1.5 Senior Leaders will direct policy on teaching and learning where decisions need to be made that affect multiple departments, and where there may be competing needs across departments.

2. Teaching Methods

- 2.1 Teachers will approach their teaching in accordance with the requirements of the Teachers' Standards as set out by the UK Department for Education.
- 2.2 Curriculum Leaders work with their departments to design a set of common approaches for the teaching and assessment of their specific subject and record these in a departmental Curriculum Implementation Plan. This should be seen as a department's toolbox from which teachers can select the most appropriate practices for any particular class or topic.
- 2.3 Neither the Curriculum Implementation Plan nor Principles of Teaching should be interpreted as prescriptive or 'tick box' elements to be seen within any one lesson, but instead common features of a well-planned sequence of lessons implemented in a manner that is appropriate to the demands of the curriculum.
- 2.4 Each department's Curriculum Implementation Plan, like their curriculum, should remain a 'live' document that is constantly reflected upon, reviewed and amended in department meetings, according to evidence, experience and impact.

3. Supporting Students with Reasonable Adjustment

- 3.1 Reading School will abide by its legal and moral responsibility to provide reasonable adjustment to pupils with Special Educational Needs, English as an Additional Language, Disadvantage and Disabilities.
- 3.2 A well-planned, logical and coherent curriculum is inherently inclusive. Reading School believes that a teacher understanding the needs of each individual student is crucial for appropriate and therefore effective support.
- 3.3 Teachers at Reading School will ensure that the classroom environment in the school is one in which all children have the opportunity to access and learn the subject they are being taught.

4. Homework

- 4.1 Purposeful and well-sequenced homework can be a valuable opportunity to reinforce and extend what has been learnt in lessons, in particular when it is followed up on by teachers with feedback, sanctions and rewards to ensure it has achieved its objective.

- 4.2 The quantity and quality of homework set in each subject is the responsibility of the Curriculum Leader and will be reviewed on a regular basis within a department's Curriculum Implementation Plan. Pastoral Leaders may intervene to ensure that students are able to maintain a healthy work-life balance outside of school.

5. Assessment

All assessment should:

- 5.1 Enable students to usefully gauge the effectiveness of their learning through specific, timely and meaningful feedback;
- 5.2 Enable teachers to make relevant short and long-term adjustments to the pace, depth and breadth of their planned curriculum;
- 5.3 Use a variety of methods, both formative and summative, in a timely way that considers staff workload throughout the year;
- 5.4 Be planned into a well-sequenced curriculum at times appropriate for the content;
- 5.5 Be recognised as a feature of the curriculum, rather than driving the curriculum itself and is designed accordingly to avoid 'teaching to the test'.

6. Supporting our Teachers

- 6.1 Reading School is committed to helping teachers improve their practice throughout their careers, with a focus on timely, collaborative and appropriate support. Internal, local network and external opportunities are offered to meet individual, subject-specific and whole school priorities, so that teaching staff are supported to understand how best to implement the Teaching Approaches.
- 6.2 All evaluation of teaching is undertaken with the intention of helping a teacher improve their practice in order to improve student outcomes. Evaluation of teaching is undertaken through triangulation of evidence from different sources using a variety of methods.
- 6.3 Senior Leaders, along with Middle Leaders, will support Curriculum Leaders to review their department's Curriculum Implementation Plan with their team on a regular basis.

This policy was approved by the Curriculum and Standards Committee on: 7th December 2020

This policy will be reviewed: November 2022

Appendix 1

The Principles of Expert Teaching at Reading School

AIM: Students should be engaging in deliberate practice, which is intentional, based on previous learning and fed back on by teachers who are role models for high quality learning.

1. **Challenge:** a high level of challenge in the curriculum sets the level of challenge in our classrooms and drives high expectations of what students can achieve.
2. **Subject Knowledge** of teachers is essential for all aspects of high-quality teaching and planning.
3. **Modelling** and **Explanation** by teachers demonstrates an ability to understand how students think about a subject, enables students to acquire new knowledge/skills and address common misconceptions so that students know how to apply those knowledge and skills.
4. **Questioning** is varied and purposeful so that students are made to think hard about the breadth, depth and accuracy of their knowledge.
5. **Feedback** is meaningful, specific and accurate so that students further develop their knowledge and skills and this is reflected in the improved complexity of work.
6. **Classroom Climate** is one of consistently high quality and respectful interactions between teacher and students.
7. **Metacognition** gives students strategies to help them think about planning, justifying, monitoring and evaluating their learning more explicitly.
8. **Literacy** of ambitious subject-specific vocabulary gives meaning to complex ideas.