

Teaching and Learning Handbook

King Edward VI Grammar School

Final Version

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“Encouraging Excellence, Nurturing Talent”

Section 1: King Edward's Learning Community

King Edward VI Grammar School is a 'learning community' where students and staff are involved in a continuous process of development and improvement. Above all else, the school is committed to fostering a positive climate of deep-seated learning for all. The teachers' main function is to manage the learning environment, enabling all students to become successful, independent learners and to reach their full potential. This places a number of expectations on teachers and students alike:

(i) Expectations of Teachers

"I never teach my pupils, I only provide the conditions in which they can learn." (Albert Einstein)

Teachers are expected to be inspiring role models by:

- demonstrating enthusiasm, enjoyment and expertise in their subject
- planning and preparing thoroughly and therefore delivering lessons with confidence
- being life-long learners who develop their pedagogical skills and knowledge, and contribute to departmental resources

"Who dares to teach must never cease to learn." (John Cotton Dana)

Teachers are expected to create a quality learning environment by:

- adopting a positive approach and establishing respectful, purposeful relationships which enable students to develop confidence and high self-esteem
- delivering carefully planned and appropriately paced lessons that maintain high levels of interaction with the class
- employing a variety of techniques and resources, and setting tasks which enthuse and actively engage students
- setting purposeful homework, within the time allocations for each year group, which extends and/or consolidates the material covered in the lesson or which requires further research or pre-learning in accordance with the homework procedures

"Give the students something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results." (John Dewey)

Teachers are expected to help individuals achieve their potential by:

- demonstrating a commitment to every individual pupil's success, thereby making him or her feel included, secure and valued
- helping students to become confident in the routine assessment of their everyday work
- providing meaningful, constructive feedback on students' work in accordance with the school assessment procedures
- discussing baseline data and prior achievement from tracking sheets with individual students to help them set ambitious but realistic targets for achievement
- providing structured, half-termly reflection points on progress towards targets
- differentiating effectively in order to stimulate, challenge and develop the abilities and achievements of students of all abilities
- providing opportunities for students to exercise choice, develop goals, plan their approach and work independently
- being aware of those students who have additional needs identified on SIMS registers and implementing any strategies proposed
- using the school's systems for achievement and behaviour fairly and consistently

(ii) Expectations of Students

“Excellence is an art won by training and habituation.” (Aristotle)

The school’s expectation is that, over the course of their school career, students will gradually move towards taking full responsibility for their own learning. Throughout key stage 3, teachers increasingly use approaches that promote independence. As a consequence of this, by the time exam courses start in year 10, students will have developed the qualities of successful learners – that is, they will have ‘learned how to learn’.

“If you think you can and if you think you can’t, you are probably right.” (Henry Ford)

Students are expected to be successful learners by:

Being reflective. They:

- think about their learning in an honest and self-critical way
- assess their own work against set criteria
- set themselves ambitious but realistic targets
- monitor their progress towards their goals

Being determined. They:

- take on challenges and learn from both success and failure
- work just outside of their comfort zone
- do not worry about making mistakes
- maintain a high level of effort and self-belief

Taking initiative. They:

- are actively engaged rather than passively accepting
- ask probing questions in order to deepen their understanding
- research information and solve problems themselves
- engage in a variety of extra-curricular activities

Being organised. They:

- manage time effectively
- employ a range of independent learning habits

“Teachers open the doors but you must walk through it yourself.” (Chinese proverb)

Tactical Learning and Examination Technique

It would be misleading to suggest that tactical learning has no place at King Edward’s: exam success is important because of the opportunities it opens up to our students. It is therefore essential that, in addition to learning freely and independently, students are also taught the knowledge and skills required for high performance in examinations.

These objectives are not mutually exclusive as independent learning is better preparation for exam success than spoon-feeding: it leads to knowledge, skills and understanding becoming internalised – but there is nonetheless clearly a place for instruction in the essentials of exam technique.

As a learning community, we strive towards developing a deeper love of learning in our students and so, whilst tactical learning has its place, we strongly discourage this from dominating lessons.

“The more I practise, the luckier I get.” (Gary Player)

Section 2: Standards

At King Edward's, we expect a normal, unobserved lesson to be at least grade 2 (good) and we also expect assessment in books or folders to be a minimum of grade 2.

Teachers are formally observed twice a year; once by their HoD and once by a Lead Teacher. Standards from observed lessons and standards of assessment from work scrutiny are recorded separately at a teacher's annual appraisal.

If standards fall below the expectation of (at least) good, follow-up action will be initiated. The approach taken and support offered will always be professional, developmental and discrete. It will also be individualised depending on the teacher's experience and background.

At King Edward's appraisal is a **separate** process to competency:

- Appraisal is a motivational process for encouraging excellence and nurturing talent amongst the staff.
- The competency process is the inevitable consequence of either repeated/or systemic under performance which has not responded to support or to a significant single event/s that breaches accepted school policies and protocols.

Appraisal at King Edward's is an on-going process through the academic year. Competency by comparison may be triggered at any point dependent upon the circumstances.

The following quality grids set out the meaning of the standards at King Edward's and in accordance with Ofsted, each one has 4 grades. They should be used by teachers as guidance and a prompt for best practice and should be used by observers in a constructive developmental manner.

The overriding principle is a wholistic, best fit approach using professional judgement.

The grids **MUST NOT** be used as a tick box exercise

- QA6a Overall Quality of Lesson Grid (Y7 to 11)
- QA6b Overall Quality of lesson Grid (Y12 to 13)*
- QA9 Quality of Assessment Grid (all years)

*From Sept 2016, there is a different grid for sixth form lessons because the school aim is to produce independent, reflective learners ready to progress into higher education or the world of work. Teaching, learning and assessment for 6th form lessons should reflect this. The new observation grid focuses on moving teachers forward and making lessons age appropriate for 16-18 year olds in order for students to make this transition.

At the same time QA6b also recognises lesson approaches will vary enormously in the sixth form and observers must not judge based on a preferred style. For example, students might spend the majority of a Music lesson working completely independently whereas in Maths they will need considerable teacher input to guide them through. However, both approaches could be outstanding providing students make **significant progress**.

For more guidance on this refer to the actual forms in the T & L folder.



QA6a: Y7 to 11 - Overall Quality of Lesson Grid



1 - OUTSTANDING	2 - GOOD	3 –REQUIRES IMPROVEMENT	4 - INADEQUATE
<p>The features of a good lesson, and evidence of many of the following:</p> <p>Students demonstrate excellent concentration and are rarely off task, even in extended periods without direction from an adult. They have developed resilience when tackling difficult work. As result, they make excellent progress</p> <p>Varied and imaginative tasks are designed to maximise student potential.</p> <p>Well-developed skills of self-assessment and peer assessment are evident – eg mark schemes routinely used and understood.</p> <p>At least grade 2 on the assessment self-evaluation grid (QA9) and likely to have elements of grade 1</p> <p>Questioning is probing and challenging, and is targeted to the spread of ability. Students are given time to think and respond.</p> <p>A “no put down classroom” – students willingly volunteer, speculate- no fear of failure –they are enthusiastic and have a real appetite for the work.</p> <p>Students demonstrate or explain their work to each other if appropriate</p> <p><i>“ Teachers’ high levels of expertise and evident interest in what they are teaching, and their careful planning based on thorough assessment, ensures that the work is very well pitched and suitably challenging for every learner.”</i></p> <p>The 3R’s : Relationships, rapport , respect – you can feel it!</p>	<p>The pupils are keen to do well, apply themselves diligently in lessons and work at a good pace. They seek to produce their best work and as such are making good progress</p> <p>Prompt business like start and time used well throughout – ie brisk pace without rushing</p> <p>High teacher expectations in respect of outcomes</p> <p>Learning objectives shared and a clear explanation of lesson purpose and expectations. Explanation of how this lesson fits into the bigger picture</p> <p>Appropriate challenge – ie stretches but does not inhibit</p> <p>Regular assessment during the lesson ensures the understanding and progress of all/most students is monitored. This should not stifle the flow of the lesson and can be very quick. eg Emperor’s thumb, traffic lights, whiteboards.</p> <p>Students have time to think during class discussions. Eg - no hands for 30s.</p> <p>Assessment in books or folders is good (grade 2) as judged on the self-evaluation grid (QA9)</p> <p>A variety of tasks, techniques and resource but avoiding too many short tasks for the sake of it (2 or 3 ideal).</p> <p>Differentiation is used in student tasks if and when appropriate. Eg - graded tasks.</p> <p>Students have the opportunity to learn independently. Ie – a good balance between teacher led and student led activities.</p> <p><u>Other indicators of a good lesson:</u></p> <ul style="list-style-type: none"> • Teacher has strong subject knowledge which enthuses and challenges most students. • Lesson engages, motivates and encourages skills and confidence. • Teacher monitors, supports and challenges pupils effectively and intervenes to ensure pupils understand the work, remain on task, and learn as planned • Positive atmosphere with any behaviour issues dealt with effectively. Evidence of humour ! • Pupils concentrate, persevere and complete the work. • There is time for a review (or assessment) of the work, and the scene is set for next lesson/series of lessons. 	<p>In a satisfactory lesson, students should evidently enjoy the work, show motivation to do well and make reasonable progress.</p> <p>Sufficient challenge, and a range of teaching and learning approaches, should encourage and engage learners and provide opportunities for independent learning</p> <p>Assessment should ensure progress is monitored effectively and students generally know what to do to improve. It is likely to be grade 3 on the assessment grid (QA9)</p> <p>Work should be appropriate for those with additional needs.</p> <p><u>Missing some (one or two) features of a good lesson?</u></p> <ul style="list-style-type: none"> • Low level disruption or individual incidents impact on the lesson quality/affect learning of others. • Slow start to lesson/ Pace not brisk. • Lack of on-going assessment during lesson • Lack of challenge for higher attaining pupils. • Lack of variety resulting in bored, demotivated students • Too many short tasks • Lack of opportunity for pupils to learn independently –overly teacher dominated. • Insufficient time given to review or assess the learning at the end. 	<p>In these lessons students do not make adequate progress.</p> <p>It is likely that assessment will not be frequent or accurate enough to monitor student’s progress so that their needs are understood. Likely to be grade 4 on the assessment grid (QA9)</p> <p>Behaviour is inappropriate and so learning is frequently disrupted, the lesson is likely to be inadequate.</p> <p><u>Possible indicators:</u></p> <ul style="list-style-type: none"> • Death by worksheet/text book/past papers. • Not sufficiently knowledgeable in subject to motivate students or sustain their interest. • Low-level tasks. • Lesson drifts – slow pace. • Supervises rather than teaches. • Pupils passive or off task/do not complete reasonable amount of work <p>Insufficient class management skills:</p> <ul style="list-style-type: none"> • lack of consistency • over reaction • little praise/inappropriate praise. • low level disruption not dealt with effectively



QA6b: Y12 to 13 – Overall Quality of Lesson Grid



	1 – OUTSTANDING	2 - GOOD	3 – REQUIRES IMPROVEMENT	4 - INADEQUATE
Progress and quality of learning: <ul style="list-style-type: none"> in the lesson over time 	<p>Progress is above and beyond what would be expected for most students.</p> <p>Students have developed resilience and independence and have strategies they can confidently apply to unfamiliar situations or contexts (such as application of previous concepts, abstract thinking or other approaches)</p> <p>Deep learning is taking place and it is clear students are being equipped to tackle demanding work as opposed to just being prepared for an exam.</p>	<p>Progress is as expected for most students.</p> <p>The work in folders or books shows a good level of understanding and as such is of a good quality when matched to ability.</p> <p>Students demonstrate a strong appetite for the work and there is plenty of it</p>	<p>Progress is as expected for about half the class.</p> <p>Somewhat superficial learning characterised by an over emphasis on learning mark schemes or too frequent references to ‘this is what the examiner wants’ Other tasks might not be intellectually challenging enough so deep learning and understanding opportunities are limited.</p> <p style="text-align: center;"><i>Note, whilst exam prep is clearly important, it should not dominate as it can hinder deep understanding</i></p>	<p>Progress is not good enough for more than half the class.</p> <p>As for RI but at the lower end of this.</p>
Quality of teaching: <ul style="list-style-type: none"> challenge subject knowledge depth of questioning differentiation clarity of explanations range of teaching approaches ability to inspire passion positive approach 	<p>The lesson is intellectually demanding for the most able and appropriately challenging for all due to thorough planning, skilful (high order) questioning and appropriate differentiation.</p> <p>Teaching inspires the students through a range of approaches. Any of the following could apply:</p> <ul style="list-style-type: none"> Quality guidance/ demonstration is followed by high level practice/independent learning with small group or 1:1 tuition Whole class teaching results in high level concepts being explained with clarity Demanding student questions are dealt with confidently and effectively The lesson has a high level of deep, open questioning that explores, probes and challenges discussion about pre-learned content <p style="text-align: center;"><i>In short, you will know it when you see it!</i></p>	<p>The lesson is appropriately challenging for all due to thorough planning, skilful (high order) questioning and appropriate differentiation.</p> <p>The subject knowledge and the exposition is strong</p> <p>The teaching approaches are well matched to material being delivered. This will vary considerably from subject to subject and the observer should refer to the ‘important notes’ on page 1 for guidance</p>	<p>Although teacher/student relationships might be good, the lesson does make enough demands on at least half of the students. Any of the following are signs:</p> <ul style="list-style-type: none"> Subject knowledge seems suspect – eg. might appear not far ahead of students at times Low order questioning (mainly recall) Lack of challenge, low level tasks, low expectations Explanations are unclear. Some bored/passive students or low level disruption Everyone doing the same work – always! ‘Safe’ teaching to the middle Teacher supervises the work rather than teaches or facilitates Death by power point! 	<p>Similar to RI but 3 or more from the list</p>
Quality of assessment <ul style="list-style-type: none"> based on a small sample 	<p>At least grade 2 on the assessment grid (QA9) and likely to have elements of grade 1</p>	<p>Assessment in books or folders is grade 2 as judged on the assessment grid (QA9)</p>	<p>Grade 3 on the assessment grid (QA9)</p>	<p>Grade 4 on the assessment grid (QA9)</p>
Balance <ul style="list-style-type: none"> judgement of the balance of content vs application 	<p>Content delivery is kept to an appropriate level and during periods of extended teaching, skilful questioning ensures the students remain actively involved.</p> <p style="text-align: center;"><i>Note, please recognise that deep conceptual understanding and abstract thinking do require considerable teacher guidance and are NOT the same as content acquisition. This varies from subject to subject.</i></p>	<p>Content delivery is kept to an appropriate level with a sensible balance between this and application (eg 50:50)</p>	<p>The lesson is heavily skewed towards a didactic approach with little opportunity for application. ‘Feels’ like a lecture rather than a lesson.</p> <p style="text-align: center;"><i>Note, an RI lesson will tend to focus on content that is well within the students grasp and could have been pre-learned.</i></p>	<p>Lesson relies entirely on delivery of content which could have pre-learned with no application at all.</p> <p style="text-align: center;"><i>Note, In a poor lesson the teacher is likely to dominate virtually all aspects.</i></p>
Independence	<p>All students are highly independent learners as evidenced by student centred approaches in class and productive use of private study appropriate to the subject.</p>	<p>Most students are independent learners as evidenced by student centred approaches in class and productive use of private study for consolidation, note making, pre-learning, wider reading and exam prep as appropriate to the subject.</p>	<p>Independent learning needs developing further. Likely signs are:</p> <ul style="list-style-type: none"> Lack of opportunity for independence in lessons Over reliance on copied notes – ‘a grey area’ so consider subject material! Little evidence of consolidation, note making, pre-learning or wider reading 	<p>Little evidence of independence.</p>
Organisation <ul style="list-style-type: none"> based on a small sample 	<p>Almost without exception, students work is highly organised as appropriate to the subject.</p> <p>Advice has been given to those in need - and acted upon</p>	<p>On the whole, students work is well organised. There is a recommended departmental structure plus scope for students to organise their own learning or pre-learning which encourages independence.</p> <p>Advice has been given to those in need but this might not have been acted on by the most reluctant</p>	<p>Several students appear to be disorganised and this has not been picked up.</p> <p>Little or no evidence of advice being given even though it is clearly needed for some.</p>	<p>What work?</p> <p>Piling system rather than filing system.</p>



QA9: Y7 to 11 - Quality of Assessment Grid



	1 - Outstanding	2 - Good	3 - Requires Improvement	4 - Inadequate
Work Scrutiny Outcomes	<p>As for good but assessment activities are clearly planned and built around success criteria (when appropriate) and the active and consistent use of pupil mark schemes with targets for improvement linked to these.</p> <p>Visible and rapid progress can be seen in books with pupils taking an active part in reinforcing their own learning.</p>	<p>Work is set regularly and there is a good balance between teacher and pupil marking.</p> <p>Comments are used by both pupils and teachers to celebrate successes and identify areas for improvement.</p> <p>There is visible progress being made in books and visible improvements occurring over time.</p>	<p>Work is set regularly and most of the work is marked (mainly ticked) or acknowledged although the frequency of this is variable.</p> <p>There is evidence that pupils have made expected progress over time despite the lack of effective assessment.</p> <p>Comments are of the generic type – well done/good work/try harder.</p>	<p>Work is not marked and or/little or no work is set or work is set infrequently and of a basic nature – finish off/ copy this picture / map / diagram</p>
Planning	<p>There is tangible sense of planning and this is well balanced with key tasks being marked forensically by teachers but the majority of everyday assessment is a planned collaborative activity and occurs on a regular/fortnightly/three weekly basis.</p> <p>Materials to support assessment are well executed and provide evidence of a planned approach. In the best practice pupils/students might have a separate learning journal/assessment books to use for homework/assessment.</p>	<p>There is clearly a departmental approach to assessment (in line with whole school guidance) that is followed consistently and to good effect.</p> <p>Assessment is clearly planned and targeted to balance pupil vs. teacher workload and efforts.</p> <p>Books/folders have pupil mark schemes and guidance for assessment which pupils and teachers follow through their marking.</p>	<p>There is limited evidence of a planned approach to assessment.</p> <p>It may be that there is a clear pattern of work being set but this is often of a “complete the classwork” nature rather than a separate planned assessment structure.</p>	<p>There is no evidence of any planned approach to assessment.</p>
Student Involvement	<p>Pupils are actively involved in a collaborative assessment process. There is clear and consistent evidence of books being assessed in class and in partnership with the teacher: the workload is evenly spread with a greater emphasis on the pupil for routine and regular assessment.</p> <p>As for good but in addition, there are regular half termly reflection points where pupils have been guided to reflect on their learning against a success criteria/pupil mark schemes.</p>	<p>Pupils receive regular helpful comments and guidance for improvement in classwork and/or homework.</p> <p>There is evidence that pupils then re-work answers or aspects of a task to reinforce the feedback given.</p> <p><i>For example, they do corrections or make a meaningful response to the feedback (Rtf), or they improve that aspect next time.</i></p>	<p>Pupils complete their homework: often with great diligence. Pupils may be involved in some type of self-assessment but this is restricted to ticking answers in quiz style.</p> <p>There is little/no evidence of pupils acting on or responding to written feedback.</p>	<p>Pupils do not do homework in any recognisable or regular pattern.</p> <p>They have no involvement whatsoever with the marking or assessment of the work.</p> <p>Any feedback is largely ignored.</p>

Section 3: Procedures

(i) Planning Lessons

As highly skilled professionals, the teachers at King Edward's are trusted to plan their lessons in a manner that best suits their subject. As such, there is not a 'one size fits all' approach and the school expects departments and teachers to exercise their professionalism and expertise. This also means our students experience a variety of styles and approaches and will not be subject to a diet of very similar, four part lessons, five times every day. For example, a lesson plan for Art is likely to be very different to that of a Chemistry lesson but both will have common features enabling them to meet the standards laid out in the previous quality grids. Some departments use an agreed, format for each lesson whereas some take a more flexible approach over a series of lessons and this is for the Head of Department to decide.

When delivering lessons, teachers should use ongoing assessment techniques to adapt to the situation, rather than seeing their plan as something to slavishly follow.

"A lesson plan is a live working document – it should work for the teacher rather than the other way round."

The most important measure of lesson success is the amount of **progress** the students make, in either a lesson or a series of lessons. Not surprisingly, the start of this is careful planning to ensure the features common to outstanding lessons have been thought about in advance. Many of these features have already been mentioned in section 1(i) on expectations. However, in the context of King Edward's and its high ability students, it is worth reiterating certain key points and common features all teachers should keep uppermost in their minds.

Therefore, when planning lessons, **teachers need to ensure:**

1. students will make lots of **progress** because the **expectations** are high
2. the lesson has short, punchy **objectives** which are clearly communicated to the class, preferably recorded by students and referred back to at the end.
3. the lesson has a sensible **structure** which includes a beginning, a main section and an end - as a minimum (jargon deliberately omitted)
4. tasks have **depth** so **quality of tasks** is far more important than **quantity** of tasks so *(avoid lessons with too many short, superficial phases - eg 6 part lessons or worse!)*
5. the students will be **challenged to think** as opposed to merely going through the motions of completing tasks
6. students will be **actively involved** in all parts of the lesson
7. the lesson will be appropriately challenging for all due to, skilful (high order) **questioning** and appropriate **differentiation**
8. there will be a brisk **pace** without rushing
9. different stages of the lesson will be quickly **assessed** before moving on
10. varied tasks will encourage **independence**
11. the strengths and weaknesses of students are known from **marking** and are taken into account when planning

Standard lesson plan forms can be found in the Teaching and Learning Folder. These or a suitable departmental alternative must be used for all formal lesson observations.

(ii) Assessment Procedures: Marking and Feedback

General

Teachers should ensure students are **actively involved** in assessing the majority of everyday, routine work. They should **only mark** students' work when:

- their professional input is required to provide feedback that directly helps students learn
- it is required by internal departmental plans, the school assessment calendar or external examining boards

Teacher marking should be **meaningful, manageable** and **motivating**. Flick and tick should NOT take place and routine marking should be done collaboratively with students as laid out in the quality of assessment grids. Simple completion of tasks or note taking could be initialled or date stamped at the discretion of departments but there is no obligation to do this – it is probably better to target efforts towards those that don't complete work.

Frequency of assessment: It is almost impossible, as well as artificial to provide a meaningful frequency of assessment requirement. This is due to the enormous differences in subject tasks, differences in the number of lessons per week for each subject and the complexity of work as it increases from Y7 to 13. However, as a *very general guide*, some form of visible assessment (by the student or teacher) ought to take place about every two lessons. Departments should use their judgement and professionalism and not interpret this too literally.

Teacher marking should be selective: What is marked and how it is marked should reflect the purpose of the work set and this is why assessment needs **planning by departments**. Teacher marking broadly falls into two categories; formative and summative:

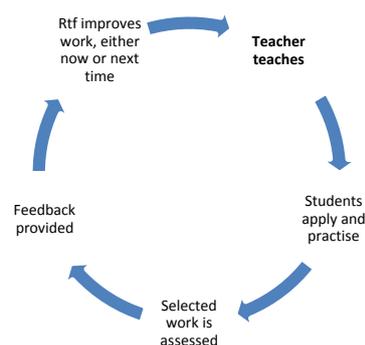
Formative marking: This helps students understand what they have done well and where they need to improve. Crucially, it gives them **feedback** and the opportunity to improve their work either immediately or the next time they do a similar task. By its very nature, this process is an example of differentiation.

Formative marking is also diagnostic as it provides a clear picture of strengths and weaknesses of individuals and the group as a whole which should then inform future planning.

Summative marking: This has the prime objective of **measuring** students against some predetermined criteria such as levels, grades or percentages - eg a test. It usually takes place at the end of a unit of work is often done half termly. If feedback, student reflection and response to feedback (RtF) time are built in by departments, summative assessment can be formative as well. Departments should aim for this whenever possible or practical.

Feedback should be effective: When marked work is returned to students, RtF time should be planned into lessons to ensure the teacher's advice is acted on. RtF time should be **short** and at its simplest, might be students doing corrections whilst the register is taken. In other cases paragraphs might need re-drafting or similar. RtF time ensures teacher's effort in marking, results in **an action** by the student – ie the feedback is effective!

Feedback should become reflective: Re-drafting paragraphs, adding extra details, correcting calculations, correcting spellings of vocabulary etc. are all aimed at ensuring our students are thinking about their learning and their progress over time, not merely going through the motions of doing the work and collecting marks. There should be an effective, *visible*, improvement loop:



Assessment Procedures: Marking and Feedback – the ‘nuts and bolts’

Departments and teachers must:

1. ensure **ALL** teacher marking is done with the primary aim of helping students learn – not for the sake of it
2. be clear about the distinction between formative and summative marking and have a planned approach to both via departments (see above)
3. ensure students work in **BLACK** pen (black pencil may be permitted in some subjects)
4. use **RED** pen for marking and feedback comments
5. use **www/ebi** for written feedback (even if this is not your preferred language)
6. avoid grades, scores, levels or percentages on **routine work** so students focus on the feedback
7. plan response to feedback (**RtF**) time into lessons where ‘teacher marked’ work is returned (this may also apply to structured peer assessed work) – it could simply be time for corrections to be done.
8. ensure student marking is done in **GREEN** and response to feedback (**RtF**) is done in **BLUE**
9. Acknowledge **RtF** actions when work is next checked if appropriate
10. build in student reflection points where progress is critically evaluated and next steps are recorded – typically every half term
11. visually check homework has been completed if it is not to be teacher marked and take appropriate action when needed

**For consistency across the school, it is vital all teachers follow these procedures,
even if you don't agree with every point.**

Background Work behind King Edward's Assessment Procedures.

An independent report written for the DfE in April 2016 to address unnecessary workload around marking supports the Kevigs Assessment Procedures developed since 2014 and offers other good common sense points of view:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

It concludes there are three principles underpinning effective marking: it should be meaningful, manageable and motivating

(i) Marking should be Meaningful: The importance of feedback

Research shows “70% of all feedback given to pupils by teachers is completely ignored”. The assessment procedures aim to address this by ensuring teacher marking has **impact**, thus preventing the many hours spent marking work going to waste. The following links provide supporting research information and useful strategies for teachers:

- a) The work of John Hattie: http://www.teacherstoolbox.co.uk/T_effect_sizes.html

This is the largest ever study undertaken to try and answer the question: What has the greatest influence on student learning? It involved synthesising over 50 000 studies over a 15 year period and resulted in the publication of his book ‘Visible Learning’. The link reduces this into one table and it is worth reading and reflecting on the meaning and implications of the top four effect sizes.

- b) Useful Strategies: <https://thwteachingandlearning.files.wordpress.com/2014/11/better-marking-strategies.pdf>

(ii) Marking should be Manageable

Teacher marking should have impact and hence the quality of marking and feedback is more important than the quantity. Quality marking takes time and this is best illustrated with some examples from teachers at King Edward's:

- a) An English teacher has 9 classes from Y7 to 12 with an average class size of 25. An essay takes 10 minutes to mark and provide feedback properly.

To mark all of their student's work once takes 37.5 hours

- b) An MFL teacher has 9 classes from Y7 to Y12 with an average class size of 22. A book takes between 5 and 10 minutes to mark depending on the task and year group so on average takes 7.5 minutes.

To mark all of their student's work once takes just under 25 hours

- c) A History teacher has 11 groups from Y7 to Y12 with an average class size of 27 (note, History have large A level classes). A typical piece of work or an exercise book takes 8 minutes to mark and provide meaningful feedback.

To mark all of their student's work once takes 39.6 hours

The above does not include internal tests, end of year exams or external marking of coursework and controlled assessments for examination classes.

Excessive marking results in teacher fatigue, lower morale and an inevitable reduction in the quality of teaching.

For several years, the senior leadership team have been very clear about this point and is one of the main reasons for the changes made in assessment during 2014. It is also why the role of the HoD is crucial in *leading assessment* at a departmental level to ensure it matches the descriptors in the Assessment Quality Grid but it is also **manageable**.

(iii) Marking should be Motivational

Students need to be encouraged, they need to know their efforts are valued and they need to know how to improve. This is the reason why all written feedback should be in the form of “what went well / even better if” (www/ebi)

Refer to Kevigs Exemplar Material: [T & L Desktop Folder/ 3. Assessment and Marking](#)

(iii) Homework Procedures

1: Only Y7 have a homework timetable and from Y8 onwards, a more flexible arrangement is implemented in that homework should be set regularly, but when appropriate to the material being taught using the allocations shown below:

- Allocation per subject per fortnight (maximum):
 - Y7 1 hour
 - Y8-9 1.5 hours
 - Y10-11 2 hours
 - Y12-13 1 hour per lesson
- Homework for the next day is **strongly** discouraged in all key stages and must **not take place** at all in key stage 3 - teachers should recognise students have outside commitments which are an important part of their development.
- This more flexible approach to setting homework was introduced in September 2012 and has proved to be a more sensible and mature approach for staff and students alike.

2: A variety of homework tasks should be set throughout all the key stages.

- **Quality** of homework is more important than **quantity** of homework.
- Teachers must avoid the 'death by worksheet' scenario as this does not foster a love of learning.
- Towards the end of exam years (Y11 onwards), the natural shift will be towards exam preparation homework (or tactical learning) for obvious reasons.
- Sixth form homework should encourage **depth** of thinking and must be challenging.

Variety of task is primarily aimed at improving the quality of h/w tasks to promote an enjoyment of learning- particularly in key stage 3. This is especially true in Y8 where (nationally) students can dip following their initial Y7 enthusiasm.

3: Sixth Form Classes should be given a core of structured independent learning tasks to support wider skills, knowledge and understanding.

- Departments to agree a core set of work that is appropriate to their subject
- This is to be published to all students and placed on the VLE. It should include pre-learning as appropriate to the subject.

4: Routine homework will often be marked by students in accordance with marking procedures.

- A variety of methods may be employed as appropriate to the subject and task.
- Teachers should visually check homework has been completed if it is not to be teacher marked and take appropriate actions (point 6 below)

5: Except for exceptional circumstances, the fortnightly homework allocation should be adhered to and recorded in SIMs

- Students must record h/w in their planners but parents (and students) will have online access to it via SIMS Learning Gateway.
- Revision homework must also be recorded.
- HoDs monitor the setting of homework setting as part of their quality assurance procedures

6: The school guidelines on rewards and sanctions regarding homework should always be followed.

- Two homework comments within 10 lessons should lead to a behaviour point and detention.

7: As matter of course, homework should be meaningful and justified.

- Teachers should briefly explain the reasons and benefits of the homework task.

8: Year 7 students should be given clear guidelines on how to complete tasks.

- Subject specific study skills should be built into the year 7 schemes of work and provision made for support between lessons

Section 4: Quality Assurance of Teaching and Learning

(i) Heads of Department

The lead people in monitoring the quality of teaching, learning and assessment on a daily basis are the Heads of Department.

HoDs are expected to be 'leaders of learning' and they are given professional autonomy to carry out numerous departmental monitoring and developmental tasks as appropriate to their subject. The tasks are documented in a QA folder and are likely to include:

- Routine learning walks
- Continual tracking of student progress and subsequent intervention strategies
- Departmental work scrutiny in addition to whole school ones
- Formal lesson observations for appraisal purposes
- Monitoring of homework setting via SIMS
- Carrying out student voice surveys to evaluate quality
- Identification of training needs for individuals and their department
- Departmental action planning (DAP)
- Analysis of examination results for each exam class

The HoDs meet termly with a Departmental Mentor for a professional conversation based around their QA folder. Each meeting also involves self-evaluation of an Ofsted area and the annual QA cycle feeds into Departmental Action Plans (DAPs) and the School Self Evaluation Form (SEF)

(ii) Lead Teachers

In addition to the work of HoDs, a group of Lead Teachers work with the Deputy Head (T & L) to develop teaching, learning and assessment. They are experienced and well respected and they develop each member of their team by observing them and offering constructive feedback. Each Lead Teacher (10 in total) has a team of three other teachers from different subject areas.

Records from the observations by HoDs and Lead Teachers are kept centrally and used for the following purposes:

- Teacher Appraisals
- School SEF
- Analysed each summer to feed into the Twilight Programme and School Development Plan

Teachers are formally observed twice a year; once by their HoD and once by a Lead Teacher.

(iii) Informal Learning Walks

Informal learning walks are conducted by the Deputy Head (T & L) on a regular basis (usually weekly). They involve short (5-10 minute) visits to a range of lessons. Other teachers are usually invited to accompany the DH and the purpose of these are to:

- Monitor the quality of teaching and learning on a normal day
- Allow teachers to see approaches in other subjects they might use for their lessons
- Enable teachers to see their own students in a different context.

For courtesy, an email is normally sent to all teachers before a learning walk. Detailed records of this process are not kept but occasionally follow up action is taken.