



# Darlinghurst

## ACADEMY

### **Teaching, Learning & Assessment Policy**

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## Darlinghurst Academy

### Teaching, Learning & Assessment Policy

#### **Mission Statement**

Achieving Excellence Together

#### **Rationale**

Teaching is within all we do; in the curriculum, within the environment, wider opportunities and interactions between all members of the academy community – it is our culture. It is not an isolated activity within the classroom.

We are intent on improving educational excellence and life chances for all our children. We use our resources and expertise to unlock the potential of all children; targeting action to overcome barriers of those at risk and preparing them for change.

Skilled teachers use highly effective teaching methods and approaches to fully engage and motivate learners, raising aspiration and achievement. This is outlined in the Excellence Framework.

Rigorous and relentless routine ensures pillars of consistency including the provision of emotionally consistent teaching.

Social and emotional resilience skills are also taught and not left to chance to ensure that the children develop life skills and attributes to be good citizens.

We know that partnership working and pooling of expertise and resources leads to an effective, collaborative approach. This includes expertise and allocation of the leadership team.

Opportunities are provided for growth and support to all partners, parents, staff and children.

#### **Aims**

- All teachers are excellent teachers. We aim to move incrementally towards excellence in all aspects of work through continued practice.
- All children make good or better progress and are equipped for their next stage (prepared for change).
- Learning environments are calm and conducive. Children feel safe and ready to learn.
- Curriculum provision is bespoke, supporting academic and personal progress, it broadens horizons and inspires our children to become successful learners, confident individuals, active citizens and effective contributors.
- Our community provides opportunities for growth and celebration of achievements for children, staff and families.

## **Our approach to learning:**

We have adopted, adapted and created a curriculum approach that supports the mastery of learning. Children are given strong foundations in the core skills and concepts within the curriculum.

- An oracy first approach supports language development and engagement across the curriculum.
- Reading is seen as the key to learning with phonics and reading prioritised within the curriculum.
- Basic skills in writing and mathematics secure a solid foundation is in place. A focus in key elements of lessons to ensure practice and consolidation. Concepts and ideas are taught and explored. The approach is fluid moving from new learning to opportunities to consolidate and apply. Retrieval practice is embedded and strengthens memory as a learning aid.
- Teachers follow layered lesson structures for each lesson. Children should not just attain against the curriculum objectives but advance in their knowledge, understanding and skills. Teachers plan and craft sequences of learning that ensure progression. Individual lessons follow layered lesson structures that enable learning and not delivered teaching.

Feedback and assessment is planned within layered lessons and executed through teacher expertise (in line with our Excellence Framework).

Creativity and imagination should be evident in teaching and learning.

Learning is adapted according to need for individuals or groups. Within mastery, teachers ensure equal access for all. Practice is based on pedagogy and best practice. Teachers remain as learners and drivers of excellence.

## **The Darlington Direction**

Outlines the fundamentals for Teaching, Learning and Assessment. This is known by staff and children and structured within the 3 rules:

2. Ready to Learn
- 2 . Respectful Relationships
- 3 . Safe Choices.

Staff and children start each week sharing aspects of the Darlington Direction in Direction Assembly.

Children follow the Direction and know that these support them in their learning and development.

Children develop capabilities and attributes through our approach to be effective life-long learners. This includes the development and promotion of values, life skills and personal attributes:

### **Academy Values**

Achievement, Belonging, Confidence, Determination and Excellence

### **British Values**

Democracy, Rule of law, Tolerance, Mutual Respect, Individual Liberty

## **Learning and Life Skills**

Learning and life skills underpin teaching with teaching and recognition. Staff and children agree areas of focus with I can statements used as motivation to support them. They are promoted and given positive recognition when seen in learning and academy life.

### **Strands:**

Learning Together  
Becoming Better Learners  
Knowing me, knowing you  
It's up to me  
Think, Think , Think  
Speaking and Listening.

## **Personal attributes**

Children's character and citizenship is shaped through the curriculum. They learn to be responsible citizens with the character and resilience to succeed; knowing that every child is unique and special. Personal attributes are known as rainbow words. Kindness, Integrity , Generosity , Humility , Sense of justice, Courage , Trustworthiness

## **The Excellence Framework**

Is an extension of the Darlington Direction. Each category contains a list of rudiments of practice outlined as actions and examples. There are **#36** pre-agreed areas which staff follow.

The Framework and core routines provide high expectations, consistency and certainty for teachers and learners. Boundaries and structures ensure that staff and children know what is expected and the roles that they undertake within the classroom.

Children are active in their learning and familiar with layered approaches and routines. Staff follow a series of skilled techniques to ensure full participation and to maximise learning. This includes the use of silent behaviour signals and explicit instruction.

**The Personal Development cycle** allows for practice and improvement. One area of the Excellence Framework is a spotlight feature; this is practiced and implemented in the classroom. Best practice is shared through demonstration (live or recorded) for staff to reflect and provide commentary. Learning walks and lesson drop in's are ongoing with verbal praise and prompts to agreed actions. This coaching/observation model means that refinement and recognition of practice is ongoing.

Should additional support need to be in place, this includes identification of action steps and an agreed timeline to achieve these. The teacher will agree sessions for the coach to attend to either team teach, model or review.

## **Reviews of learning**

Provide opportunities for staff to demonstrate excellence against the framework. This is via invitation from the teacher to a lesson (approx. 20 – 30 minutes) to showcase the quality of teaching. Children's books, discussions and data stories are used for triangulation. Face to face feedback and a written review is conducted within the process.

The following areas are outlined in the framework:

Plan	Environment	Routines and habits	Show, Learn and Do	Scaffolds	Questioning and dialogue	Engagement and active learning	Health and well being
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Role models	Managing feelings and behaviour	Academy and British Values	Learning and Life Skills	Additional adults	Assess and review	Timely feedback
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**Planning, teaching, learning and assessment**

**#1 – 4 Plan**

Planning is critical and underpins effective teaching, playing an important role in shaping children’s understanding and progression. Planning time is provided to staff teams in order to collaborate, share and bring their passion to the subject and desire to make a difference. Joint planning time and PD increases the joint knowledge of a subject and the best way to teach it. Children’s learning is at the heart of planning and is only effective when it acts to review the outcomes and progress of all children.

Teachers ensure that planning is purposeful and sustainable:

- Long term plans and curriculum overviews follow progression and build key concepts and content over time.
- Sequencing of lessons is mapped in accordance to progression rivers and milestones.
- Planning is responsive to children’s needs with adjustments made in accordance to ongoing assessment.

**#10 Lessons are taught in manageable chunks, using layered lesson structures**

Lessons follow a layered approach. There is a clear structure and order to teaching that is familiar and consistent. This provides a safe and purposeful classroom where everyone knows what is expected. This means that the layers for teaching, learning and assessment are carefully mapped to ensure progress and successful learning. Lessons include opportunities for children to:

- Follow a line of enquiry by responding to a question. (This can include a hook or big picture)
- Links to prior learning. Show what they know and remember.
- Develop their vocabulary through carefully selected ‘word choices’ and an oracy approach
- Teach: provide instruction and new information to children. This includes explicit modelling and quality interactions through dialogue.
- Learn and Do includes use of talk partners and feedback strategies. Time is given to work independently or collaboratively to practice and process for a sustained period.
- Staff use a repertoire of retrieval practice to support learning and stickability. It supports memory.
- Staff revisit, repeat and check children’s knowledge with the ability to change direction, adjust or repeat teaching when needed.
- Marking and Next Steps support reflection and review. Time is given to deepen thinking.

### **#34 – 36 Assess and review – timely feedback**

**Ongoing assessment** is part of teacher's repertoire of pedagogical strategies.

We know that live and timely feedback is the most effective tool in moving learning forward. Staff use a collection of feedback strategies within live teaching. Questioning and dialogue plays an important role in assessment.

Teachers observe and assess children's progress throughout lessons. Staff use movement in lessons to engage and listen to responses from children, live mark and respond. This includes addressing misconceptions or modelling. Teachers use blue pen.

Children are active in their learning and progress. They engage in self and peer assessment and provide pupil voice. Children mark and edit using green pen. Times to mark, edit and use peer assessment is mapped within layered lesson structures.

Seating plans are carefully mapped (these will vary from teacher to teacher as we do not require this on a paper / excel format anymore) in order for access and support to children.

Additional adults are also deployed effectively offering scaffold and review.

Pre teaching is used to support identified learners. Mark meets are also used to consolidate and revisit.

In core subjects, children and staff know what is expected and work towards age-related outcomes. Target cards provide a record of this. The majority of children work towards their chronological age-related objectives. This supports tracking progress against end of year outcomes.

The model of assessment ensures that all children, including those with SEND are assessed appropriately. This includes review of ISPs and 360 holistic assessments. A bespoke approach is used for children with complex special needs.

### **Summative assessment (Core assessment)**

All summative assessment is mapped within the internal assessment cycle. Standardised commercial tests are used. They are validated and administered in line with protocols. NFER tests are used internally with year 6 using SAT papers. This provides standardised scores. They are completed as part of our moderation process, including moderation of writing and pupil progress meetings for accuracy and accountability. Data from tests and teacher assessment is tracked and stored on the MIS system. Analysis is used to provide targeted intervention. Phonics assessments are used half termly as a form of tracking and movement of children.

In foundation subject's children assess and review at the start and end points of units sharing what they know, remember and wonder. Quizzes, 'I can' statements in their learning to track their progress.

Milestones are used as guides for assessments at key intervals, year 2, 4 and 6.

Milestones provide descriptors for children beginning, advancing or deepening their understanding.

### Statutory testing

EYFS – Baseline (Autumn 1) EYFS - ELG (Summer 2)

The phonics screening check is administered and reported. (June)

Times table rockstars is used to support, recall, and accuracy of multiplication and division facts. The Multiplication check is administered and reported. (June)

National testing at the end of key stage 2 is administered with SAT papers for Reading, GPS and mathematics. (May) Writing is teacher assessed. (June)

## **Roles and responsibilities**

- Everyone is part of our children's learning journey.
- All staff are responsible for the teaching, learning and assessment of children.
- Children are encouraged and motivated to be active in their learning.
- Parents are encouraged to engage and support learning opportunities.
- Celebrations and progress is shared through celebrating together sessions (book looks), parent consultation and reports. Further celebration is shared via reports.
- Academy leaders hold teaching staff to account for attainment and progress through monitoring and targets.
- Data analysis and performance is used to measure the quality of the curriculum and progress against targets.
- Academy leaders work closely with extended leadership (core leaders) to respond to data of individuals, groups and cohorts. Interventions and provision are mapped and reviewed.
- Teachers carry out ongoing assessment and provide timely feedback to inform next steps.
- Additional adults are allocated to support and scaffold children, in their learning.
- All staff are proactive and responsive to needs, providing targeted action to overcome barriers so that children achieve their best possible outcomes. This includes working with wider staff, parents and external agencies.

## **Conclusion**

The Darlinghurst Design, Direction and Difference outlines the intent, implementation and impact of the quality of the curriculum. The Teaching and Learning policies and practice ensure that these are met. Teaching, Learning and Assessment ensures that our children's experience is rich and purposeful. They are ready for their next phase, achieving their best outcomes. We know that improved outcomes equate to improved life chances.

We empower our children to be:

Successful learners, Prepared for change, Active Citizens, Confident Individuals and Effective Contributors – to believe in the power of possibilities and have the emotional resilience and character to succeed.

## Teaching, Learning and Feedback Personal Development cycle

### **A consistent approach to Teaching and Learning:**

1. Everyone follows the Darlinghurst Direction
2. Staff demonstrate key actions within the Excellence Framework
3. PD cycle:
  - Spotighting an aspect of the Ex.Framework (PD workshops and walks)
  - Lesson drop-ins following a coaching model
4. Reviews of learning and feedback

The Darlinghurst Direction is shared with staff and children.

Weekly assemblies focus on an aspect within the 3 rules:

Ready to learn, respectful relationships and Safe choices.

The Direction outlines the way we do things here at Darlinghurst Academy.

The Excellence Framework is an expansion of the Direction with examples and actions for staff to follow to ensure consistency. There are #36 areas. The PD cycle is used to practice and monitor a skill.

Using a set of pre-agreed actions, teachers will work towards excellent practice – practice which continually improves. The action steps set out clear, measurable and accountable actions, which teachers will demonstrate in the classroom. The action steps are not a definitive list and teachers may be developing or embedding specific actions within the framework whilst demonstrating excellence in others.

The teaching and learning log is a tool for SLT to collate information on the quality of teaching to aid PD: select spotlights and assign any coaching / mentoring to support staff. This is not shared with teaching staff. Teaching staff are aware of the praise and prompts.

### Skills – in the spotlight

Skills workshops have been used to practice and rehearse a skill in each staff meeting. Over time, skills workshops have evolved into 'spotlight sessions' where best practice is modelled and / or discussed.

1. Watch a short video of a lesson or take part in a teaching demonstration (teachers in role as children)
2. Discuss and identify the positive actions the teacher took relating to a set teaching focus (e.g. behaviour management, participation, teaching steps, pace, positivity and passion, etc.) and record this in their 'notebook'
3. Practice one specific action step identified in pairs / small groups. Teachers will coach each other while practicing through prompting and praising.
4. Identify one action to implement in the upcoming week in their 'notebook' and annotate lesson plans accordingly.

SLT and core leaders monitor the skill in the spotlight through learning walks and drop-in sessions. Regular drop ins are used to provide instant feedback and /or support to staff using praise and prompts. They can also influence future spotlight areas.

Often a drop-in is simply watching the teacher / learning (looking at books / quick pupil discussion).



At times drop-ins may include a leader using a particular strategy such as 'jumping-in'; to reinforce or model a particular skill. Most coaching that takes place, is planned for / agreed and includes 'team teach' or demonstration for the teacher to observe. This will be dependent on need / support.

## Feedback

### 1. Praise

The leader shares one thing that the teacher did well. It should be what the leader wants the teacher to continue doing, and if possible, link to the achievement of a previous action. This is recorded on the PD log.

### 2. Prompt

The leader will provide a prompt or engage in reflection with the teacher to identify anything to practice (based on their lesson).

### 3. Practice

The teacher practices an area. The leader will revisit to see the implemented change. A coaching model is used on areas that require it. This would mean that face to face feedback or coaching sessions take place to support development. This could include the following step:

#### 3a. Identify action step and timeline.

The leader asks for the teacher to write down what action they will implement immediately and what it will look like by the following week. The leader and teacher agree on a time for when the leader will return to see the teacher for either further coaching or observation of the action.

## Teaching Review

Teaching reviews take place to assess and review against the action steps in the Excellence Framework. This is documented and shared.

Lesson reviews take place in subject leader areas or an agreed subject area (this maybe a deep dive focus or an agreed session with the staff member).

Teachers are encouraged to use an 'invitation' system to be reviewed. This means they can identify an occasion on which they can demonstrate achievement of the actions they are working on.

Staff new to a year group are reviewed in the Autumn Term. Staff that undertake coaching / mentoring are also reviewed during this stage.

All staff receive at least one learning review.

Staff receive a copy of the Excellence Framework and feedback for the review lesson to keep their own records.

## Procedures and practice

- Teachers will self-review against the action steps before mid-year / end of year.
- A review will involve:
  - 2-30 minute observation
  - 15 minute face-to-face feedback session, which will include agreeing the action steps met with one praise and one prompt linked to these steps.
  - The reviewer will consider the observation, self-review, PD folder, children's books and class data as evidence for the review.
  - Proficiency will be decided by the academy leaders and used to inform future PD and support. The teacher's proficiency level (excellent, secure and improving) will not be discussed in line with the Teaching and Learning Policy.

**Conclusion**

Appendix