



# **The Complete Works Policies**

## **Teaching and Learning**

**Updated April 2017**

**Planning:**

Teachers are expected to plan lessons around the schemes of work provided for the student by their Education Support Officer during the initial meeting. Teachers are to differentiate their learning objectives and outcomes to suit the needs of their student(s) at their starting points.

Teachers are to ensure that the following criteria are thought of when planning for lessons.

- Assessment for Planning

How will you use assessment to set tasks that are suited to students' prior attainment?

- Level of Challenge

How will you ensure that the work is pitched at a level that is appropriate for the group or individual so that students find the work challenging for their ability?

- Use of Additional Adults

How will you ensure that Teaching Assistants are highly effective at aiding progress?

- Opportunities to develop literacy and numeracy skills

Does your lesson include focus on developing literacy, numeracy and communication skills that are effectively taught and cohesively planned?

- Use of strategies to engage students

How will you enthuse students so that they persevere when faced with difficult problems and are keen to succeed regardless?

- Pace and Depth of learning

How will the pace of learning be optimised throughout the lesson so that you are able to use the time to best support students so they make sustained progress.

- Use of Questioning

What will be your key questions so that you are aware students have understood the objective(s)? Will you use both open and closed questions?

- Assessment of learning during lessons.

What strategies will you use to identify progress? How might you adapt the lesson in light of any misconceptions that are brought to light throughout the lesson.

- Marking and Feedback

Is the work of your students marked and up to date? Is there a planned opportunity for students to engage with the marking process?

- Progress

How will it be made clear that all students have made at least good progress in their learning relative to their ability and starting points? – How will you evidence this?

Due to the nature of most of our one to one work, teachers are expected to use a range of planning styles that they deem appropriate to effectively meet their student's needs. The freedom of choice gives teachers the chance to be more creative with their approach to teaching. Teachers are expected to hold high standards when planning lessons and use the lesson criteria when planning their lessons.

**TCW Reports:**

All teachers are expected to complete half termly reports on the students that they teach. These reports highlight what the student has been working on, the targets they have achieved that half term, the students current and predicted grades and the subject focus for the coming half term. Teachers are also expected to contribute to assessment information requested by outside agencies or local authorities working with the student. When students leave The Complete Works, teachers are expected to create an end of programme report. Reports are distributed to Referrers and Parents/Guardians and are kept on record for 2 years after the students have left.

**Monitoring:**

Throughout the year there will be 3 formal learning walks and Regular informal learning walks undertaken by Senior Management and the Education Team. The three main learning walks will have different focuses and reports will be distributed amongst staff. New staff are supported through a 6 week induction period in which they will have at least one observation with feedback. More information can be found in the Observation Policy.

**Numeracy and Literacy:**

Numeracy and literacy should be incorporated into all aspects of learning where appropriate. Teachers should take into consideration the needs of the student(s) and differentiated appropriately. Key Stage 1, 2 and 3 will use the appropriate target ranges for their students when planning the implementation of Literacy and Numeracy in their lessons.

### TCW Marking Policy

Each teacher is encouraged to adopt a marking scheme that reflects the differing needs of their student(s). This scheme is to be discussed with the Course Leader or the Education Support Officer after the initial assessment of the student's needs has taken place.

Once every half term CL's, ESO's and The Assistant Head in charge of Teaching and Learning will meet to look at samples of work and share good practice.

**All marking should give way for student feedback, self reflection and self improvement.** This should be recording clearly in a format that is accessible for the student.

Through the marking and feedback policy we aim to ensure the students understand what they have done well and how to improve their learning. We will do this by providing the children with:

- frequent, detailed and accurate written or oral feedback (always recorded)
- developmental comments highlighting what they have done well and what they need to do to improve further
- regular scheduled opportunities to respond to the feedback and make improvements

We acknowledge that the nature of the feedback may need to be different according to the age of the children or the level at which they are working.

Research has shown that children who need extra help with their learning, benefit the most from instant feedback. Where possible, the teacher or teaching assistant should assess the work during the lesson, in a similar way to respond and make improvements within the lesson as appropriate.

Marking and feedback should:

- Be seen by pupils as useful and positive

- Inform future planning/targets.
- Be accessible and inclusive
- Relate to LO and success criteria
- Be responded to
- Be manageable for all teaching staff

Effective learning takes place when learners understand what they are trying to achieve and why it is important - context. Staff should always consider the context and share either the context or purpose with students where appropriate applying it to real life. It is important that students know the Learning Objective (LO) to the lesson as this gives a focus enabling students to review their own progress and to see if they have achieved the objective. Teachers can choose to share the Learning Objective in different ways so that it does not lose its significance. The learning objective should focus upon the learning not activities. Helpful learning objectives stems include 'to know' and 'to be able to'. For example: To identify different fractions. To use full stops correctly. To know how a timeline is made.

As often as possible teaching staff will check for progress and mark alongside students.

When work is distance marked (marked without the students being present) teaching staff must allow time for students to read and respond to marking.

We recognise that it is difficult for students working at lower levels to read and respond so tutors are expected to build in more time for verbal feedback for example at the start of the lesson or during guided groups.

Teaching staff need to make sure that:

- every child knows how they are doing and understands what they need to do to improve and how to get there and that this is evident through the marking process

- every teacher is equipped to make well-founded judgements about students' attainment, understands the concepts and principles of progression and knows how to use their assessment judgements to forward plan
- they (the teacher) are aware of the structures and systematic assessment systems for making regular, useful, manageable and accurate assessments for students and for tracking their progress
- every parent and carer knows how their child is doing, what they need to do to improve and how they can support their child and their teachers

Every piece of work should be marked, this may vary in detail but should always give students something to reflect and improve on themselves. This should be clearly recorded and evidenced either via a photograph, different coloured pen, teacher written observations on improvement. Once a week time should be put aside for students to work independently (where possible) on reflecting on and improving at least one piece of work in more detail.

**Target Tracker and Marking:**

If a student is not working towards any exams and they will be given a Target tracker based on their needs. This will be completed by the teacher at the start and end of each half term. Teachers will set a few targets per subject studied at the start of each half term and highlight these targets. They will discuss the targets with their student(s) and note at the end of the half term whether they have Developed, Achieved or Mastered the targets. This might be highlighted on the student's work when a target has been developed with a 'D', achieved with an 'A' or mastered with an 'M'

Marking suggestions:

- Colour coding may be used to highlight good areas and dodgy areas, triggering (eventually, after training!) an automatic response from pupils.....a very efficient approach;
- Marking doesn't have to be about improvement. You may want to choose a piece of work and only comment on the positives. Even a simple comment like 'this is fantastic' goes a long way to help pupils reflect on their work in a positive light.
- "There are five errors in this paragraph....identify them and put things right! "
- Teacher goes through work, putting a smiley face beside a couple of (key) good points and an unhappy face next to a couple of (key) not-so-good points....and that's all! Pupils then have to say what was good or not so good, and write some improvements;
- Teacher annotates the work, asking pupils to write summative comments OR teacher writes summative comments and asks pupils to annotate;
- When a task or piece of work is due in, with an expected range of pupil performance.....pupils could be asked to place themselves in groups under headings like "I coped well with this task", "I did OK, but found some bits hard", "This task gave me hebeeeeeebeeees!" Pupils need to be encouraged to be honest. This will help you reflect over the work with them, but the important part was that they assessed their work first.
- Teacher identifies one specific thing that went well and one specific thing to work on. 'WWW and EBI'. A natural approach might look something like.....

"You described well the impact of Katrina on the environment, but how did it affect the people there?"

The pupil's response would then be to work on the one aspect identified to "close the gap".

- Think Pink – Another colour coordinated approach – Use a pink pen or highlighter on parts of the work you think the pupil needs to reflect on. It can be both good aspects and sections that need improvement.

**Top tip: write only comments that relate to objectives!**

This works well in practice to reduce the amount written by teachers and it serves to add good focus to proceedings (for pupils and teachers!);

- Teachers occasionally find that they are writing repetitive comments in books, meaning that they are **marking inefficiently**. It would be far easier to write a few comments on the board to represent the range of the comments required and to label them a, b, c etc, with the teacher having only to read pupils' work and assign appropriate labels (a, b, c..) to it. The pupils would then write down the comments applicable to them (they write for the teacher ☐!) and act on them, with the teacher supporting them and clarifying any issues during the response phase;

- Teacher realises, while marking, that pupils are barking up the wrong tree in similar ways (teacher stops marking at that point!), so uses a Smartphone to photograph typical work, displaying it to the group at the start of the next lesson: “In your groups, discuss what’s going wrong here!”.....”OK, now improve your work and have it checked by one of your peers (honestly!!) to make sure you really have made some improvements!”;
- Verbal feedback is the most common type of feedback, being particularly effective when it is of the one-to-one variety: how do we reconcile this with marking.....how can we show others what we’re up to?

**The trick is to get pupils to do the writing for us.....**

1. Teacher gives verbal feedback;
2. Pupil writes it down (not a waste of the pupil’s time, as it helps him/her to remember what was said.....this is the selling point!).....this could be under a heading “Verbal Feedback Given” or “Teacher Feedback” (stamps may be used, but are a waste of money!).....avoid abbreviations like VFG, as outsiders would not know what it meant!
3. Pupil responds/acts on feedback, with improvements evidenced in work.

This works brilliantly in subjects like Art, Technology and Music, where feedback is often necessarily verbal.

However, it can work elsewhere too.

A generic example.....

1. Teacher gives feedback to entire class;
2. Pupils write down the key points that they’ve taken from the feedback (they could make their own notes during the feedback to develop independence);
3. Pupils then make some improvements to their work, with teacher/peer checking of improvements.

\*Teachers need to use their professional judgment to decide when to use Verbal Feedback (big moments are best!), taking care to ensure the quality of comments written by pupils.