



The Complete Works Policies

Teaching and Learning

Updated July 2019

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.

1. Set high expectations which inspire, motivate and challenge students.
Where possible establish a safe and stimulating environment for students, rooted in mutual respect
Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
Demonstrate consistently the positive attitudes, values and behaviour which are expected of students
Promote good progress and outcomes by students
2. Be accountable for students' attainment, progress and outcomes.
Be aware of students' capabilities and their prior knowledge and plan teaching to build on these
Guide students to reflect on the progress they have made and their emerging needs
Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
Encourage students to take a responsible and conscientious attitude to their own work and study
3. Demonstrate good subject and curriculum knowledge.
Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings in an appropriate way.
Demonstrate a critical understanding of developments in the subject and curriculum area.
Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
Ensure the opportunity to develop literacy and numeracy are included in all lesson plans.
4. Plan and teach well structured lessons.
Impart knowledge and develop understanding through effective use of lesson time

Promote a love of learning and children's intellectual curiosity

Set homework and plan educational trips to consolidate and extend the knowledge and understanding students have acquired

Reflect systematically on the effectiveness of lessons and approaches to teaching

Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all students

Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively

Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these

Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development

Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment

Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

Make use of formative and summative assessment to secure students' progress

Use relevant data to monitor progress, set targets, and plan subsequent lessons

Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

7. Manage behavior effectively to ensure a good and safe learning environment

Have clear rules and routines for behavior and take responsibility for promoting good and courteous behavior, in accordance with the TCW's behavior policy.

Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.

Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

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 main learning walks will have different focuses and reports will be distributed amongst staff. New staff are supported through a 5 week induction period in which they will have at least one observation with feedback. More information can be found in the Observation Policy below.

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. 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 the activities undertaken.

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.

There are opportunities for Students to have their work peer assessed by uploading into the peer assessment folder.

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.

Tracking Progress and Marking:

Baseline Assessments:

Baseline assessments in all subjects studied will be provided by the ESO after the initial meeting. It is expected that the baselines will be completed within 2 weeks of the initial meeting. The results of each baseline will either be that the student is an 'emerging' learner, an 'intermediate' learner or an 'advanced' learner. This will have weighting on what the student is expected to achieve each half term in both formative and summative assessment.

Formative Assessment:

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. Targets will be set based on what scheme of work the student is following. They will discuss the targets with their student(s) and note at the end of the half term whether they have Developed, Secured 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'

Summative Assessment:

At the end of each half term, teachers will set students an independent task which utilises all the targets they have been focusing on in that half term. The task will use assessment criteria based on 'Developing' 'Secured' or 'Mastered' and this will be noted on the student's tracking sheet and half term report. It will also be noted whether students are on target, below or above based on their baselines assessment.

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 hebeegeeebeeeees!" 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.

Expectations

The Complete Works have high expectations of how our education sessions are delivered, while recognising the challenging circumstances that surround many of these sessions.

These expectations are that a teacher must:

1. Know the education pathway of their student(s)

This means that every teacher must know what subjects should be delivered and to what level

2. Have a scheme of work for each subject they are delivering to their student

This means that every teacher must work with their ESO or their Head of centre to develop an individual scheme of work for their student. A scheme of work is an overview of what topics should be covered each week, in some cases these have already been created but it is important that each teacher checks the suitability of the SOW in relation to the needs of their student.

3. Create a well structured lesson and be able to produce a lesson plan when required.

This means that every teacher should spend time developing interesting lesson plans that outline what knowledge is going to be imparted during the session, what do they want their student to know by the end of it (lesson objectives) and how they are going to deliver this knowledge in an engaging and creative way. Time should be spent on the structure of the lesson with the needs and interests of their student in mind.

4. Be able to assess the progress being made by their student

This means that each teacher must be able to evaluate the work produced in lines with assessment criteria, must be able to give formative and summative feedback and evidence this (diagnostic marking). They then must be able to use this assessment of the work produced to inform their next lesson plan.

The department for education's teaching standards are nationwide and TCW expect these standards to be met as an important part of TCW's standards of delivery.

These standards state that all teachers should:

- Set high expectations which inspire, motivate and challenge your student/s
- Promote good progress and outcomes by your student/s
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of your student/s
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment

Observations will be based on ALL the above criteria.

Appraisals will be based on the observation criteria and the teacher's ability to fulfill wider professional responsibilities.

As a TCW teacher your wider professional responsibilities include being able to:

1. Write reports when needed that are clear, professional and informative.
2. Write risk assessments for the education sessions when required and for every trip that is taken.

3. Log the attendance of their student at the beginning of each session.
4. Attend weekly training.
5. Communicate with their ESO or Head of Centre regarding the engagement and progress of their students.
6. To inform their ESO/Head of Centre if there is a cancellation of an education session
7. Contribute to the community of the school by encouraging your student to attend or participate in TCW's creative events and supporting the achievements of the school.

Observations

A TCW teacher will be observed no more than 3 times a year, unless the feedback suggests the teacher needs more support, or if the teacher requests more support. These extra observations will only go ahead with the agreement of the staff member. New members of staff may be observed 4 times in a year as they will have at least one observation during their induction period.

After each observation, feedback is given based on the TCW standards and targets are set with the teacher and reflected on at the next observation.

Each teacher is assigned a member of the teaching and learning time as their line manager and mentor when they start TCW. The teacher remains being line managed by the Teaching and Learning team, unless they are onsite, and therefor line managed by the Head of Centre.

If Ofsted visit this will count as an extra- ordinary observation, above the 3 from the Teaching and Learning team (and/or a Local Authority inspection).

Learning walks can be held at any time by members of the senior management team, although notice is given where possible.

Feedback from the learning walks and the informal observations will only be considered in regard to what training and support we should offer staff. The formal observation feedback will directly inform your yearly pay review, alongside your termly appraisal notes.