**Teaching, Learning and Assessment Policy**

**Commitment**
ACT School is passionate about enriching the lives of all pupils within a creative learning environment and providing opportunities to develop integral skills that enable them to become more ethically informed citizens, widening their opportunities to progress and achieve in their future lives.

**Purpose**

To set out high expectations and a common approach to teaching, learning and assessment across the school which aims to promote/provide high standards of learning experiences, development, and achievement.

**Scope**This policy applies to all delivery staff in ACT Schools.

**Responsibilities**

Overall responsibility for this document lies with the Head of 11-16 Education and the Head of Continuous Improvement.

**The Head of 11-16 Education is accountable for ensuring the curriculum;**

* Enables pupils to develop in the ways described in the four purposes
* Provides for appropriate [progression](https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#progression) for learners
* Is suitable for the learner’s age, ability, and aptitude
* Is broad and balanced, as far as is appropriate for the learner
* Encompasses the [Health and well-being](https://hwb.gov.wales/curriculum-for-wales/health-and-well-being/) Area
* Encompasses the mandatory [RSE Code](https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/#relationships-and-sexuality-education) (Which must be developmentally appropriate for the learner)
* Develops the mandatory [cross-curricular skills](https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#cross-curricular-skills).

**If possible and appropriate to do so, teaching and learning:**

* Encompasses the other AOLE’s
* Encompasses the other mandatory elements

**Areas of learning experiences provide opportunities for pupils to develop:**

* Listening, reading, speaking, and writing skills
* Be able to use numbers and solve problems in real life situations
* Be confident users of a range of technologies to help them function and communicate effectively and make sense of the world
* takes account of the learner’s additional learning needs (if any).

**Incorporates assessments:**

* that supports progression
* assess progress made in relation to the curriculum
* considers the next steps in the pupil’s progression and the teaching and learning needed to make that progression

**Deputy Heads of 11-16 Education:** working with the Head of 11-16 Education (and Head of Continuous Improvement), and wider school team is responsible for supporting the effective implementation of this policy.

**Delivery staff are responsible for:**

* Planning effective learning experiences that are guided by the [principles of progression](https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/principles-for-designing-your-curriculum/#principles-of-progression) and the descriptions of learning, articulated in the Curriculum for Wales guidance.
* Planning effective learning experiences that include mandatory [**cross-curricular skills**](https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#cross-curricular-skills)of literacy, numeracy, and digital competence
* Planning effective learning experiences that include RSE (relationships and sexuality education) and RVE (religion, values, and ethics)
* Planning effective assessment arrangements and classroom practices that are appropriate to the age and development of each individual pupil.
* Planning and delivering learning experiences which have assessment embedded within.
* Enabling pupils to appreciate where they are in their learning, where they need to go next and how they will get there
* Supporting and challenging pupils effectively to ensure they make progress
* Supporting the promotion of pupil well-being through assessment practice
* Sharing intended learning appropriately with pupils
* Evaluating learning, including through observation, questioning and discussion
* Using information gained from ongoing assessment to reflect on own practice to inform next steps in teaching and planning for learning
* Providing relevant and focused feedback that actively engages pupils, encourages them to take responsibility for their learning, and moves their learning forward
* Encouraging pupils to reflect on their progress and, where appropriate, to consider how they have developed, what learning processes they have undertaken and what they have achieved
* Providing opportunities for pupils to engage in assessing their own work and that of their peers, and supporting them to develop the relevant skills to do this effectively
* Developing pupils’ skills in making effective use of a range of feedback to move their learning forward
* Involving parents and carers in pupil’s development and progression, with the pupil’s involvement in this dialogue increasing over time
* Engaging in dialogue with leaders and fellow practitioners to ensure they have a clear picture of the progress being made within their school
* Identifying any additional challenge or support pupils may require, engaging with external partners where necessary
* Completing and retaining sufficient assessment records of all learners
* Maintaining and updating learner progress records as per awarding organisation and internal requirements, whilst maintaining confidentiality and security of learner and employer details and assessment documentation
* Following all policies related to and cited in the TLA Policy
* Signposting learners for additional support including literacy, numeracy, digital literacy, or other additional learning needs, as appropriate as soon as identified
* Providing feedback to learners to support development, using coaching techniques, where appropriate, including appropriate references to spelling, grammar, and punctuation
* Using technology, where possible, to enhance course delivery and assessment
* Identifying where further learning, stretch and challenge and developed discussion opportunities arise naturally and amending practice ad hoc

**Tracking and monitoring guidance/process**

* In line with the NC4W all formative and summative assessments should be aligned to the statements of what matters and progression steps.
* At the start of term (September) all pupils should sit a subject specific assessment to establish current knowledge and current progress steps. Data to be recorded and saved – no later than the first week of October
* Throughout autumn term teaching, learning and formative assessments should be planned and implemented that allows pupils to progress from their starting point.
* Towards the end of Autumn term all pupils should sit another subject specific assessment to establish progress. Other assessment data can also be used to inform progress i.e., mock exams. Data is to be recorded and saved
* Throughout spring term teaching, learning and formative assessments should be planned and implemented that allow learners to progress and demonstrate knowledge.
* Towards the end of spring term all pupils should sit another subject specific assessment to establish progress. Other assessment data can also be used to inform progress i.e., mock exams. Data is to be recorded and saved.
* At the start of summer term teaching, learning and formative assessments should be planned and implemented that allow learners to progress and demonstrate knowledge.
* Towards the end of summer term all pupils (apart from Y11) should sit another subject specific assessment to establish progress. Other assessment data can also be used to inform progress i.e., mock exams. Data is to be recorded and saved

**Communication and Storage**

This policy will be stored and communicated via the ACT Schools HR System, IRIS HR.

**Document / Policy Change Request**The policy will be reviewed at least on an annual basis by the Head of 11-16 Education and the Head of Continuous Improvement.

**Document / Policy Reviewing and Approving**The policy will be reviewed at least on an annual basis by the Head of 11-16 Education and the Head of Continuous Improvement

**Links with other policies**

ALN Policy

Quality Policy

Teaching, Learning & Assessment Policy

Professional Teaching Standards

Marking Guide

Offsite Activity Policy