



Trinity Teaching, Learning and Assessment Policy 2023-24

<i>Date Governor Approval</i>	<i>Date of next review</i>	<i>Notes</i>



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Teaching, Learning and Assessment Policy

"If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve."

(Dylan William)

Trinity Vision

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The Trinity community will live "life in all its fullness" by:

- Establishing a unique and personalised learning journey through Trinity and beyond.
- Continuing to nurture our warm and caring family environment to support all to flourish.
- Inspiring all to achieve and celebrate ongoing and future successes.

Rationale and Purpose

The purpose of this policy is to promote a constant approach to teaching, learning and assessment across Trinity. This policy aims to provide a clear direction to teaching staff in their professional responsibilities regarding teaching, learning and assessment, so that all pupils receive their entitlement to high quality learning opportunities. Trinity is committed to providing all pupils access to excellent learning opportunities in order that they may become successful adults. All teachers are responsible for ensuring that they meet the expectations of the National Teacher Standards. The Teaching, Learning and Assessment Policy aims to provide an effective framework for the delivery of high quality teaching, learning and assessment.

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Underpinning Principles of Effective Teaching and Learning

Researchers have learned a great deal about how students learn on their own and in the classroom. Our aim at Trinity is to apply the findings from this evidence-based research to our teaching and learning to maximise outcomes. To this end, we insist upon all staff having a complete understanding of cognitive load theory, metacognition and self-regulation and embed research proven learning strategies into classroom practice.

Cognitive Load Theory

Cognitive load theory is based on a number of widely accepted theories about how human brains process and store information (Gerjets, Scheiter & Cierniak 2009, p. 44). These assumptions include: that human memory can be divided into working memory and long-term memory; that information is stored in the long-term memory in the form of schemas; and that processing new information results in 'cognitive load' on working memory which can affect learning outcomes' (Anderson 1977; Atkinson & Shiffrin 1968; Baddeley 1983).

Put another way, the Cognitive Load Theory says that because short-term memory is limited, learning experiences should be designed to reduce working memory 'load' in order to promote schema acquisition.

Since both can't be done well at the same time, teachers can be specific about not just what is being learned (e.g., content knowledge versus procedural knowledge) and the sequence of the learning (e.g., learn about a 'thing,' then how that 'thing' works, then how to use that 'thing' critically and creatively) it is, but also the nature of what's being learned (e.g., domain-specific knowledge and definitions versus design thinking through knowledge and definitions).

Metacognition and Self-Regulation

The Sutton Trust-Education Endowment Foundation's Teaching and Learning Toolkit (Education Endowment Foundation, 2018) suggests that metacognition and self-regulation are amongst the most effective approaches for improving pupils' attainment outcomes. Following the work from this research, Trinity defines metacognition as part of self-regulation: those self-directive processes that direct our learning. It requires:

- Knowledge of yourself as a learner
- Knowledge of appropriate strategies
- Knowledge of the task

An effective learner will monitor their knowledge and cognitive processes, and use this understanding to make judgements about how to direct their efforts. All pupils develop metacognitive knowledge and skills in their time at school, and yet, some are more adept at doing this than others. Recommendations from the evidence would suggest that teachers can be much more deliberate about teaching metacognitive awareness in the classroom through techniques such as walking, talking, mocks (as just one example). It is important to note that metacognition is NOT a general skill that should be taught separately from subject knowledge. Metacognition is specific to the task and subject.

Learning Strategies taking into account Cognitive Load Theory and Metacognition

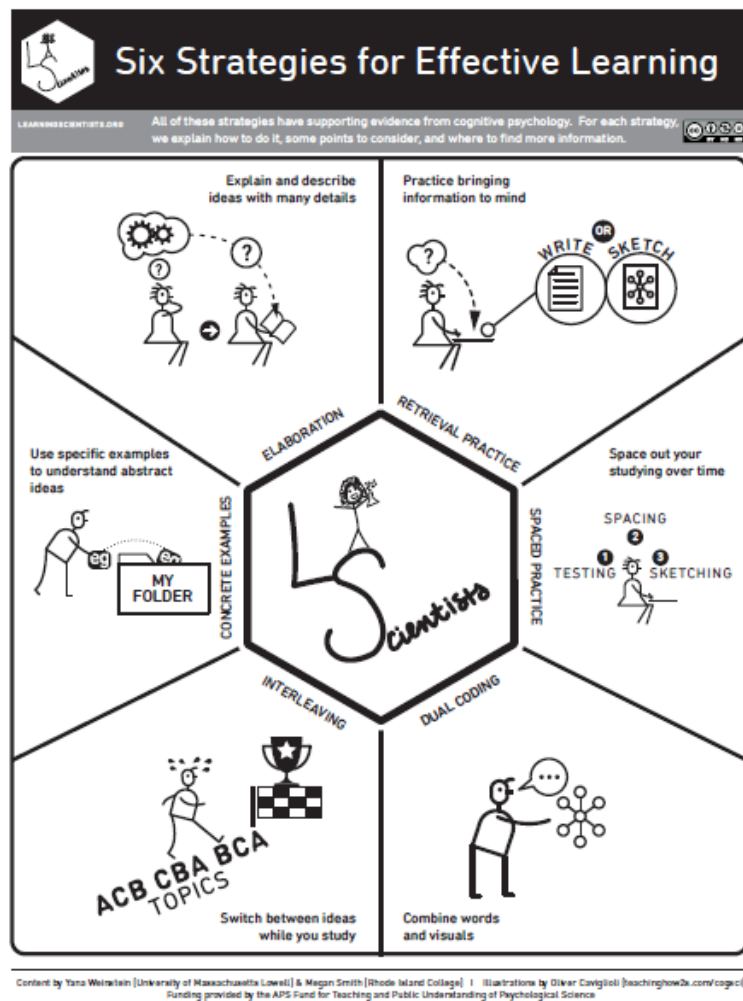
Taking into account the ideas that research into cognitive load and metacognition provide us, Trinity teachers will use the following six strategies in their teaching which will aid understanding and memory retention:

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1. Spacing
2. Retrieval Practice
3. Elaboration
4. Interleaving
5. Concrete Examples
6. Dual Coding

Barak Rosenshine (American Educator, 2012)

1. Begin a lesson with a short of previous learning.
2. Present new material in steps with student practice each step.
3. Ask a large number of questions and check the responses of all students.
4. Provide models.
5. Guide student practice.
6. Check for student understanding.
7. Obtain a high success rate.
8. Provide scaffold for difficult
9. Require and monitor independent practice.
10. Engage students in weekly monthly review.



review

small after

tasks.

and

Practices which have Good Evidence of Improving Attainment

1. **Pedagogical subject knowledge.** The most effective teachers have a deep knowledge of the subjects they teach and the assessment requirements outlined by the relevant exam boards; when a teacher's knowledge falls below a certain level it is a significant impediment to pupils' learning. But as well as having a strong understanding of the material being taught, teachers must also understand the ways pupils think about the content; be able to evaluate the thinking behind students' own methods; and, identify pupils' common misconceptions.
2. **Quality of instruction.** This includes elements such as effective questioning and teachers' use of assessment. Specific practices, such as reviewing previous learning, providing model responses for students, providing adequate time for practice to embed skills securely, and progressively introducing new learning (scaffolding) are also elements of high-quality instruction.
3. **Classroom climate.** This covers quality of interactions between teachers and pupils, and teacher expectations; the need to create a classroom that is constantly demanding more, but still recognising pupils' self-worth. It also involves attributing pupil success to effort rather than ability, and valuing resilience over failure.
4. **Classroom management.** This requires teacher to make efficient use of lesson time; to coordinate classroom resources and space; and to manage pupils' behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place.
5. **Professional behaviours.** Behaviours exhibited by teachers such as reflecting on and developing professional practice, participation in professional development, supporting colleagues, and liaising and communicating with parents is essential to ever improving practice.

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Curriculum Implementation / Trinity Standards

We seek to develop knowledgeable, open-minded and insightful learners. We have therefore, through synthesizing current educational research, developed a knowledge-engaged curriculum, implemented through a model of seven key principles that make up the Trinity Standard for Teaching and Learning.

Please see below the principles we believe make excellent teaching and learning at Trinity. Under each strand there are defined elements that teachers should implement over time. It should be used as a point for discussion/framework for developing teaching and learning practice and not as a checklist. An observer should not expect to see every aspect in every session.

Observers may refer to subject specific guidance for teaching and learning at Trinity to supplement these elements.



1. High Expectations and Behaviour for Learning

Pupils should enter the classroom in silence and behave with courtesy, kindness and self-respect at all times. Both staff and pupils are expected to follow the Trinity Behaviour policy and actively engage in learning. Pupils are expected to follow instructions first time, every time.

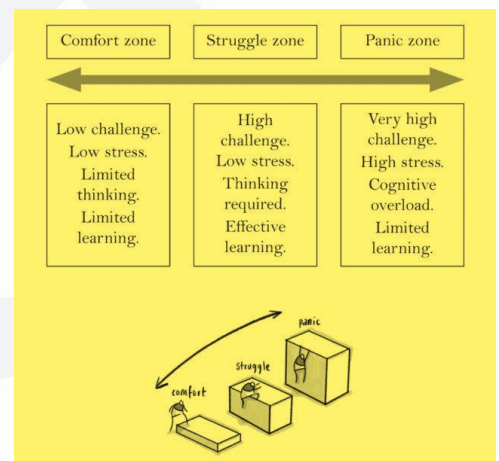
2. Challenge

Challenge is defined at the difficulty of subject content and task. Challenge is the provision of difficult work that causes pupils to think deeply and engage in healthy struggle. Challenge is not just about the 'most able'. We should have high expectations of all pupils, all the time. It is good for pupils to struggle just outside their comfort zone, as that is when they are likely to learn the most.

3. Reviewing Material

Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that pupils don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.

Every lesson should start with a short review of previous learning. This can take the form of a low-stakes quiz, multiple choice quiz, mind-map, 'tell a story' etc. Concepts of spacing and interleaving should be employed to ensure that material learnt earlier in the year or in previous years is also tested.



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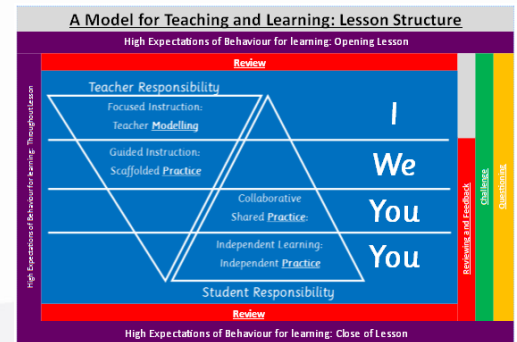
4. Questioning

The main message is summarised in the mantra: ask more questions to more pupils in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need to ask how pupils worked things out, not just get answers. Asking questions is about getting feedback to us as teachers about how well we've taught the material, and about the need to check understanding to ensure misconceptions are flushed out and tackled.

5. Sequencing Concepts and Modelling

New material should be presented:

- I. In small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.
- II. With models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few. At Trinity we rely heavily on the gradual release of responsibility model: 'I – We – You'.
- III. Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.



6. Stages of Practice

Teachers needs to be up close to pupils' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback.

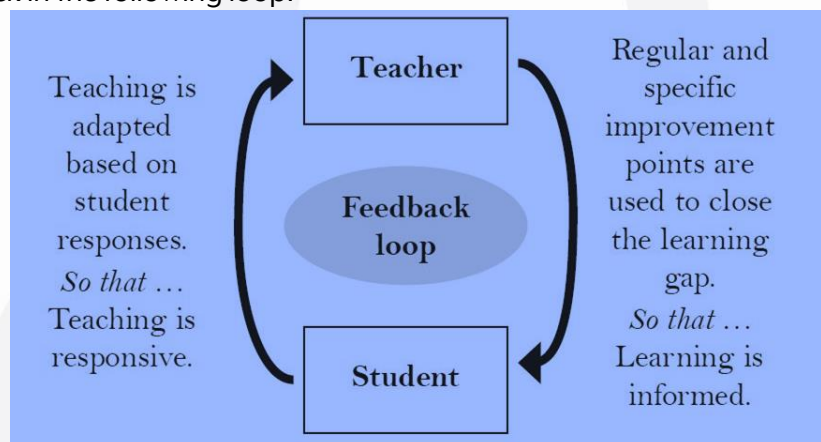
High success rate — in questioning and practice — is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

Independent, monitored practice. Successful teachers make time for pupils to do the things they've been taught, by themselves... when they're ready. *"Pupils need extensive, successful, independent practice in order for skills and knowledge to become automatic"*

7. Feedback

Learning is kept on track with precise and timely feedback. Feedback should inform a pupil where to go next. It should also inform a teacher about how to plan for future progress. Therefore, the purpose of feedback is fairly straightforward. Following the identification of a 'learning gap' (what a pupil cannot do or does not know), the resulting feedback should be aimed at closing the gap. It could be written or verbal, from teachers or peers or even self-generated. Feedback from the performance of the pupils should then inform your future teaching. It is useful to consider feedback in the following loop:

Feedback strategies at Trinity include (but are not exhausted by) whole class feedback, live marking, and verbal feedback. Responding to, and action on feedback should be modelled.



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PRIMARY:

(From the internal Primary assessment policy)

Formative assessment consists of informal and formal procedures. Formal formative assessment is target setting. At Trinity the informal formative assessment we undertake is:

Questioning **Feedback** **Peer Assessment** **Self-Assessment**

Summative assessment consists of informal and formal procedures. Formal summative assessment at Trinity is:

Tests **Exams**

Informal summative assessment at Trinity is:

Essays **Portfolios of work** **Teacher Assessments**

How each of the bolded words above is put in place at Trinity is laid out below.

Formative Assessment

Questioning:

Questioning at Trinity should be sharp, effective, and wisely used. Questioning is the first way for all staff to know where the children are in their learning. Each classroom should be equipped with equipment to support questioning. A set of lolly sticks must be in each room to support varying WHO gets the question.

Each classroom needs the question prompts WHY and HOW. Known as the “Art of the WHY” this is a staple for all staff. Staff should use closed questions – may require yes/no or one-word answers. Staff should then prompt pupils for further explanation with HOW or WHY did you say that.

For example:

T: What is $\frac{1}{4}$ of 10?

P: 2.5

T: How did you get that answer?

OR

T: Do you think the Greeks should have gone to war?

P: Yes.

T: Why?

For further information on individual questioning types, staff need to refer to Peter Worley’s book 100 Ideas: Questioning.

Feedback

Feedback is essential in supporting pupil’s progress. Where possible, verbal feedback is always preferable to written feedback. Verbal feedback is noted in books with a (V). When working with a member of staff (S) is written to show the pupil had support and (I) is written to show the pupil worked independently.

Feedback at Trinity is given under three headings:

Clarification

Clarification feedback is around secretarial skills. Ensuring the handwriting, mechanics and spelling are correct in pupils work. This could be using rulers properly in science and maths. It is directed at pupils to ensure their work is legible and grammatically correct.

Motivation

At Trinity motivational feedback can be **self**, **peer** or teacher **marking** that uses green highlighters to indicate correct answers. Pupils can mark each other’s work or mark their own work on a regular basis. Corrections should be made in green pen.

Green pen is also used to uplevel answers or to show editing by pupils.

Motivational marking is “well done” (which should be seen minimally).

Sophistication

Sophisticative marking supports pupils to improve their work. This is used to up-level writing for clarity and refinement. It is also to support next steps for all children. This can be seen in books where pupil conferencing has happened (S).

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Marking

Marking books should be done for a purpose. Trinity believes in the moment marking (live marking) and pupil conferencing are the best ways to support children moving forward in their learning. Direct feedback when working out solutions to problems or support in correcting writing during sentence formation has direct impact on the work.

The purpose of *after the fact* marking is to assess the pupils work and provide support to the teacher in moving the learning forward (in the next lesson).

Self-assessment is used widely for answers that have no subjectivity to them. Children can assess if something is correct or not. At Trinity we use a green highlighter to show correct and the green pen to make correction. Peer and self-assessment require clear learning objections and success criteria in order to have a mark scheme.

Summative Assessment

Summative assessments are completed at the end of each term. Non-core subjects have quizzes or essays to assess the knowledge and skills of the pupil.

Each term Year 6 sits a KS2 paper to track progress. This happened four times a year until the KS2 SATS in May. Year 2 sits a KS1 paper to track progress three times a year until the KS1 SATS in May (which may discontinue after 22/23). All of the outcomes are captured on SIMS.

All other year groups have 3 assessment drops per year. These are for core subjects apart from the last assessment drop in which all teachers report on all subjects.

Trinity teacher assesses writing.

Trinity uses old papers to assess maths and reading.



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