

P5 – TEACHING LEARNING AND ASSESSMENT

1.0 PRINCIPLES

St Dunstan's College is academically ambitious. Our values of confidence, curiosity, courage, compassion and creativity support healthy aspiration and provide a platform for success in its broadest context, including academic success. The College seeks to inspire and nurture academic ambition through a vibrant and through-school culture of learning and teaching, underpinned and informed by meaningful assessment. We help pupils to develop the knowledge, skills and interests to make realistic and exciting choices about their futures as individuals. We are a community of learners who enjoy and benefit from academic rigour and intellectual challenge. This policy has been informed by the National Curriculum and the Statutory Framework for the Early Years Foundation Stage (2017), the Equality Act 2010, and the SEND Code of Practice 2015.

2.0 POLICY

2.1 Teaching. We value and pursue excellence in classroom craft, selecting and developing teachers who are skilled in encouraging children to think as well as do, and who inspire a love of subject and learning. We use PETALs (Principles of Excellent Teaching and Learning) and Teacher Competencies to help steer teacher recruitment, scrutiny and an active, ongoing culture of Continued Professional Learning. Our teachers value pupil self-esteem, motivation, ambition and individuality. Learning activities are planned to be appropriate to the age-related educational needs of all in relation to personal, social, emotional and physical development, and communication and language skills. Teachers use and develop their subject expertise and appropriate College resources to foster intellectual curiosity and the ambitious acquisition of knowledge and skills by all, challenging them to think for themselves and to aspire.

2.2 Curriculum. Our curriculum is inclusive, imaginative and independent. It promotes the acquisition of knowledge, skills and interests as an exciting platform for success for all children within and across the College. This includes experience and development in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education. It also seeks to prepare pupils for the opportunities, responsibilities, experiences and challenges of life beyond school. Pupils in Nursery and Reception follow and adapt from the Statutory Framework for the Early Years Foundation Stage (2017). In the Junior School, Schemes of Learning (SoLs) for Year 1 to Year 6 are followed, whilst in the Senior School, subject curricula are set out in Department Schemes of Learning and Assessment (SoLAs). The curriculum also includes PSHEE (including SMSC), respect for British Values, Computing/ICT, and access to impartial Careers and Higher Education

information and advice. Much of the wider curriculum is delivered via Tutorial, Pastoral, Skills for Life and Sixth Form Diploma programmes. In the Junior School, the curriculum is overseen by the Subject Coordinators at a subject level, the Junior School Deputy Head Academic, and the Head of Pre Prep, who has specific responsibility for the EYFS. In the Senior School, it is overseen by the Heads of Department or Subject Coordinators, the Assistant Head (Curriculum), and the Senior School Deputy Head Academic.

2.3 Learning. The purpose of the curriculum is to stimulate an enjoyment of learning by the pupils. Learning progression through the College develops pupils in their confidence, resilience, problem solving, and decision making skills. It also seeks to enhance pupils' understanding of their own strengths and weaknesses for the purpose of making informed choices about their learning and futures, including careers and higher education. Subject and cohort Curriculum and Skills Maps summarise this progression. This framework includes the St Dunstan's Diploma Programme offered in Key Stage 5. All pupils from Year 1 to 13 receive regular feedback and support to understand and develop the strength of their approach to learning via Learning Scores. The championing of this framework for understanding and developing individual learning potential is central to our inclusive and ambitious learning ethos.

2.4 Literacy and Numeracy. All members of staff at the College are teachers of literacy and numeracy. High standards of literacy and numeracy should be at the centre of learning. In regard to literacy, pupils are supported to develop their ability to match their reading, writing, speaking, and listening skills to suit a range of contexts. Numeracy is a proficiency which involves confidence and competence with numbers. Pupils are supported towards ever stronger understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Pupils are also supported towards practical understanding of the ways in which information is gathered by counting and measuring and through its presentation in graphs, diagrams, charts and tables. Improving and empowering literacy and numeracy has a positive impact on self-esteem, motivation, and learning behaviour in all contexts and helps pupils to become effective independent learners.

2.5 Assessment, Tracking and Reporting. Assessment, tracking and reporting to pupils and parents on approaches to learning (Learning Scores) as well as attainment (Attainment Scores) is important in order to help pupils understand, develop and fulfil their academic ambitions. Successful teaching and learning is underpinned by the use of these educational data in order to inform reflection, dialogue, planning, and, where necessary, intervention. In the EYFS, Tapestry, the online learning journal, is used to assist with the tracking of pupil progress and attainment against the Early Learning Goals. This is used alongside paper-based, one-to-one assessment. The regular measurement of pupil learning and attainment in Years 1 to 13 involves Academic and Pastoral staff via STARS (Student Tracking And Review System). In Years 1 to 6, assessment and academic tracking through STARS is coordinated by the Junior School Deputy Head Academic, working in partnership with the Junior School Heads of Section, Junior School Head of Inclusion and Enrichment, and the Junior School Maths and English Co-ordinators when appropriate. In the Senior School STARS is overseen and coordinated by the Senior School Deputy Head Academic, in

partnership with the Heads of Section and Assistant Head (Director of Studies). The achievement and progress of pupils of all abilities, learning needs, and protected characteristics (as defined by the UK Equality Act 2010) will be monitored and reviewed as far as reasonably possible, to support the fulfilment of potential. In the Junior School this is coordinated by Junior School Deputy Head Academic in partnership with the Junior School Head of Inclusion and Enrichment. In the Senior School this is coordinated by the Deputy Head Academic in partnership with the Academic Assistant Heads, the Co-ordinators of SEND, EAL, and GMAT, and the Pastoral Leadership Team. The reporting of pupil learning, progress, and attainment (including grades), and communication about this with parents is regular.

2.6 Homework. Completing and reflecting upon homework is essential to academic progress, intellectual enrichment, and the development of personal organization. Pupil progress is driven via the provision of formative feedback by teachers, and its follow up and implementation by pupils. All pupils in the College are set homework, which regularly includes stage appropriate, optional enrichment activities or opportunities. In the Junior School, from Year 1, pupils receive homework in both English and Mathematics, and reading at home is compulsory from Reception. In the Senior School a Homework Timetable is generated for each year group. The quantity and recommended duration of homework develops as pupils progress through the College. All homework receives written, verbal or peer feedback and/or marking, including, when appropriate WWW (What Went Well) and EBI (Even Better If).

2.7 Examinations. In the Junior School, pupils do not participate in the Standard Attainment Tests (SATs). Instead, pupils sit biannual internal examinations and nationally standardised assessments. The Junior School Deputy Head and the Junior School Academic Leadership Team (JSALT) are responsible for the setting of these examinations and the analysis of the results. In the Senior School, internal and Public Examinations are organised and managed by the Examinations Office and the Assistant Head (Director of Studies). This includes Non-Exam Assessment and the Disability Policy for Examinations, in partnership with the Assistant Head (Inclusion and Enrichment) and the Coordinator of SEND. Public Examination results are reviewed and analysed annually by Heads of Department and Subject Coordinators. They use that analysis to inform, update and implement Departmental Development Plans. They are accountable for those results and Development Plans to the Deputy Head Academic and the Headmaster. Within the regulations of GDPR, pupil data is supplied to a range of external providers in order to enable the publication and comparative analysis of results.

2.8 Academic Transition through the College. It is hoped and expected that all pupils undertake successful and enjoyable educational journeys through the College. They should leave the school both with the academic qualifications to have choice about their futures, and the skills to thrive where they choose to go – be it in education or employment. An Academic Transitions Policy exists to support and inform intervention when educational evidence indicates that positive educational outcomes are at risk of not being reached. The first intention of this policy is to coordinate supportive intervention to promote ongoing

integration, progress, and success for pupils. The policy also necessarily sets out academic thresholds that are expected to be met between phases in order to remain at the College. All decisions and interventions made in relation to transition will be made in line with our policies relating to Special Educational Needs and Disabilities and Equal Opportunities, and with due regard to the Equality Act 2010.

2.9 Academic Language Guide. It is recognised that effective and empowering communication between all stakeholders with regard to all aspects of Teaching, Learning and Assessment depends upon a core understanding of common terminology. This document identifies and explains the key terminology used at the College in regard to Teaching, Learning, and Assessment.

2.10 Related Documents:

Teaching
Curriculum
Learning
Literacy and Numeracy
Assessment, Tracking and Reporting
Homework
Examinations
Academic Transition through the College
Academic Language Guide

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