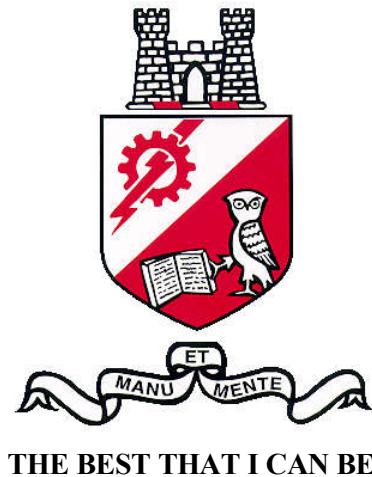


WEST HATCH HIGH SCHOOL



Teaching & Learning and Assessment & Feedback Policy

Policy Date: March 2026

Policy to be reviewed on: March 2027

Signed

Schaefer. ✓

West Hatch Mission Statement:

We are a family dedicated to all our students excelling academically and personally through:

1. Academic excellence
2. Fostering a West Hatch Spirit
3. Developing character

Teaching, Learning, Assessment and Feedback policy links to school mission, aims and values

We recognise that all pupils possess unique skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. We aim, through successful teaching and learning, to develop the whole child and to enable our pupils to make exceptional progress and become lifelong learners to be “the best that they can be.”

All teachers have a responsibility to plan and deliver lessons where teaching and learning is of the highest quality; with the appropriate level of challenge in all lessons; where the learning needs of all pupils are met and where pupils develop the skills, knowledge and attitudes to learning that supports them in being successful in the future.

Statutory Framework:

Teachers’ performance will be assessed against the Teachers’ Standards as part of the appraisal arrangements in school.

Purpose:

The policy is intended to improve outcomes for students in terms of higher standards of attainment and greater levels of progress. For staff it specifies the expectation for high quality teaching and high-level leadership and management. The policy will apply to all staff (teaching and support) directly involved in teaching and learning.

At West Hatch High School, feedback should be as meaningful as possible to aid student progress. The school utilises current research from the Education Endowment Foundation to ensure that feedback is not overly burdensome on teachers and is both meaningful and manageable.

Implementation – Teaching and Learning:

Key elements of the approach to teaching and learning:

Overview:

When it comes to good teaching, we understand there are various approaches and strategies that work. We have articulated the best of these strategies, as indicated by evidence, and want teachers to actively engage with these. We have called this the *WH Lesson Structure*. We want to ensure consistency of the quality of teaching across the school and the behaviours required to achieve this consistency. In doing this, we will ensure the best outcomes for all students.

Our WH Lesson structure framework is a blueprint for excellent teaching and consists of the following:

Reviewing learning: Provide a 'Do Now' task that ensures spaced retrieval practice of key content and knowledge.

Explanation: Instructions and explanations should be clear, concise, clarify misconceptions head on and reiterate expectations for behaviour and engagement

Independent Practice: the WH teaching culture uses the acronym SLOP or '*shed loads of practice*' to target this area. Independent work should allow students to apply what they have learnt and consolidate understanding

Feedback: Live feedback should be timely and specific and should focus on providing feedback on misconceptions, the teacher should be actively circulating during this time.

Plenary: Retrieval practice used to recall and retrieve content from the lesson allowing teachers to identify misconceptions. Where appropriate, sharing & rewarding best practice, at WH we know this as WAGOLL – '*what a good one looks like*'!

Other Expectations

- Students are actively encouraged to take responsibility for their exercise books and associated learning materials. They should be taken home in order to encourage independent learning and self-regulation

Homework

All homework must be set on DPR in accordance with the school policy.

TEAMS

It is expected that all staff and students can operate TEAMS and have their classes activated.

Continuing Professional Development (CPD):

The principles for our CPD are based on the Dylan Williams quote:

"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 Williams

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained and national Teacher Standards are met. West Hatch High School's CPD programme will provide opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole school capacity.

These CPD activities include:

Instructional Coaching:

"...we find large positive effects of coaching on teachers' instructional practice...content-specific coaching programs and those that focused on general pedagogical practices produces strikingly consistent estimates of .58 SD and .63 SD, respectively." (Kraft, Blazar, Hogan. 2017)

- Face to face feedback from an experienced teacher who will be working with 1 or 2 colleagues per academic year
- An entitlement to coaching each academic year (15 min observations and 15 min feedback throughout the year) with feedback built into directed CPD time
- Classroom teacher owns their own CPD focus, drives the process with records kept on 'Steplab' with concrete actions to take next and deliberate practice opportunities.
- No OFSTED lesson judgements given
- Each UPS teacher coaches a colleague on the Main Scale as part of their UPS responsibility. The coaching pairs are generated by the Assistant Head who has an overview of strengths / weaknesses across the staff body. The principles behind pairing up teachers are: existing ECT/ITT mentors/coaches continue to work together; non-specialists given a subject specific mentor for support; UPS/M6 staff to lead where appropriate.
- The expectation of an Instructional Coach is as follows: full time staff should aim for a half termly 'drop in' / feedback cycle.
- Each 'drop in' / feedback should be entered on our Steplab software which enhances the feedback by providing the optimal structure for feedback (based on research) and provides examples of recorded 'live' modelling of techniques.

Tuesday CPD sessions:

Weekly after school sessions (1 hour +) are used to focus on SDP priorities at whole school and department level.

Foci for each half term are sent in advance to enable HODs to prepare subject specific training. One session each half term is dedicated to: safeguarding training; non-specialist subject training, middle leaders meeting (academic and pastoral) to share best practice at Leadership Forum.

T&L Group:

WH has an active T&L group of teachers who read and disseminate research which teachers may find useful. They take part in delivering whole school CPD, preparing ideas for *Monday Morsel* – a notice during staff briefing on a Monday to share best practice - as well as modelling and sharing best practice. We also have a staff library stocked with seminal CPD books to support pedagogy.

Middle-Leaders Programme:

We have an extensive in-house leadership development programme for middle leaders which is run by SLT. We also develop middle leaders through Pixl and our Seven Kings Learning Partnership.

External CPD

We are members of the Seven Kings Learning Partnership which provides CPD and networking opportunities for staff at varying points of their career, from ECT's to middle and senior leaders. West Hatch often provides staff with external training courses which help secure assessment (exam board training) or subject knowledge or have external trainers to provide whole-school CPD. Teachers also access a range of external courses such as PIXL conferences, Middle Leaders Programmes, Masters degrees or the suite of NPQ qualifications.

Monitoring and Evaluation

At West Hatch High School, we ensure consistently high-quality lessons are provided across the curriculum through rigorous quality assurance, monitoring and evaluation. The following summary outlines the quality assurance procedures that will take place each academic year:

MONITORING OVERVIEW: How do we monitor within school?

Classroom Teachers / Form Tutors

Key Levers for monitoring and evaluation

Laser-Sharp Learning Walks

'Drop-ins'

Deep Dive model (work scrutiny & pupil voice)

Appraisal / PMR

ECT Programme

Instructional Coaching

Monitored by:

SLT & Middle Leaders

SLT & Middle Leaders (Steplab)

SLT & Middle Leaders

SLT & Middle Leaders

Mentors / ECT Lead / VS

Middle Leaders / VS

How Often?

1 per half term

Regularly (one a week)

1 per half term

Oct/Feb

Weekly / Half-Termly

Every 2-3 weeks

Middle Leaders

Key Levers for monitoring and evaluation

Paired (SLT/ML) Learning Walk and Deep Dive

Exam Review, reflection and forward planning

SLT Link Meetings to triangulate levers

Action Plan Completion & Review

Leadership Forum attendance

Instructional Coaching & Steplab Completion

Appraisal / PMR

Subject Reviews

Monitored by:

SLT & Middle Leader (VS)

SLT

SLT Link

SLT Link

VS

VS

SLT / VS/ A Miles

SLT

How Often?

Sept/Oct (then as required)

September

Bi-weekly

Half-Termly & Bi-weekly

Half-termly

Every 2 weeks

Oct/Feb

Proportionate to need

SLT

Key Levers for monitoring and evaluation

Monitoring and evaluation meetings

Action Plan Department updates

Instructional Coaching & Steplab Completion

Learning Walk / Work Scrutiny / Pupil Voice

Attendance at Dept. Tuesday CPD sessions

Appraisal / PMR

Subject Audit Evaluations

Monitored by:

VS

VS

VS

VS

SLT / VS

DL / A Miles

VS

How Often?

Bi-weekly

Half-termly

Every 2 weeks

X1 each half term

X1 per dept. each half term

Oct/Feb

Jan & July

Our definitions:

Learning walks: these evaluate the curriculum, standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. They are evaluative and triangulated between leaders.

Drop ins: a shorter style classroom visit which is a temperature check – it may focus on BFL or standards or monitoring department / whole school policies

Deep Dive: a selection of pupils discuss their learning whilst showing leaders their exercise book. This is based on the OFSTED deep dive model to evaluate pupil voice and learning. This is used to triangulate the intent, implementation and impact of a curriculum area with evidence from learning walks and drop ins.

Supporting Teachers

Where it is identified that pupils are not making sufficient progress over time as a result of the teaching they are receiving, the school will act swiftly to support staff and put in place CPD activities that ensure pupils are able to make rapid progress within their lessons. The diagram in Appendix A outlines the processes that will be put in place should support be required at any point.

Communication

Teaching staff and all stakeholders will be kept informed and up to date through regular reporting of events and activities published through:

- Staff meetings, training and INSET
- Line management meetings
- E mail communications
- Relevant sections of the school's website

Links with external partners/agencies where relevant

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. This policy relates to our working closely with the Seven Kings Learning Partnership, Saffron Teaching Hub, Leaders and Initial Teacher Training providers e.g. PiXL, TES, Essex School Direct

Implementation – Assessment and Feedback:

Retrospective book marking has proven to be time consuming and often out-of-date by the time the students receive the feedback. When marking is effective, it is timely and specific. At West Hatch High School, we aim to provide timely and specific feedback.

The policy will be put into practice in the following ways:

Live feedback:

- This means immediate feedback will be given to students during the lesson. This can be done through whole class feedback, individualised comments, verbal discussion or the use of Dynamic Progress Reporting (DPR). Once teachers have given actionable feedback using these methods students can act on this in the moment or through independent learning via DPR resources/assignments.

Assessment:

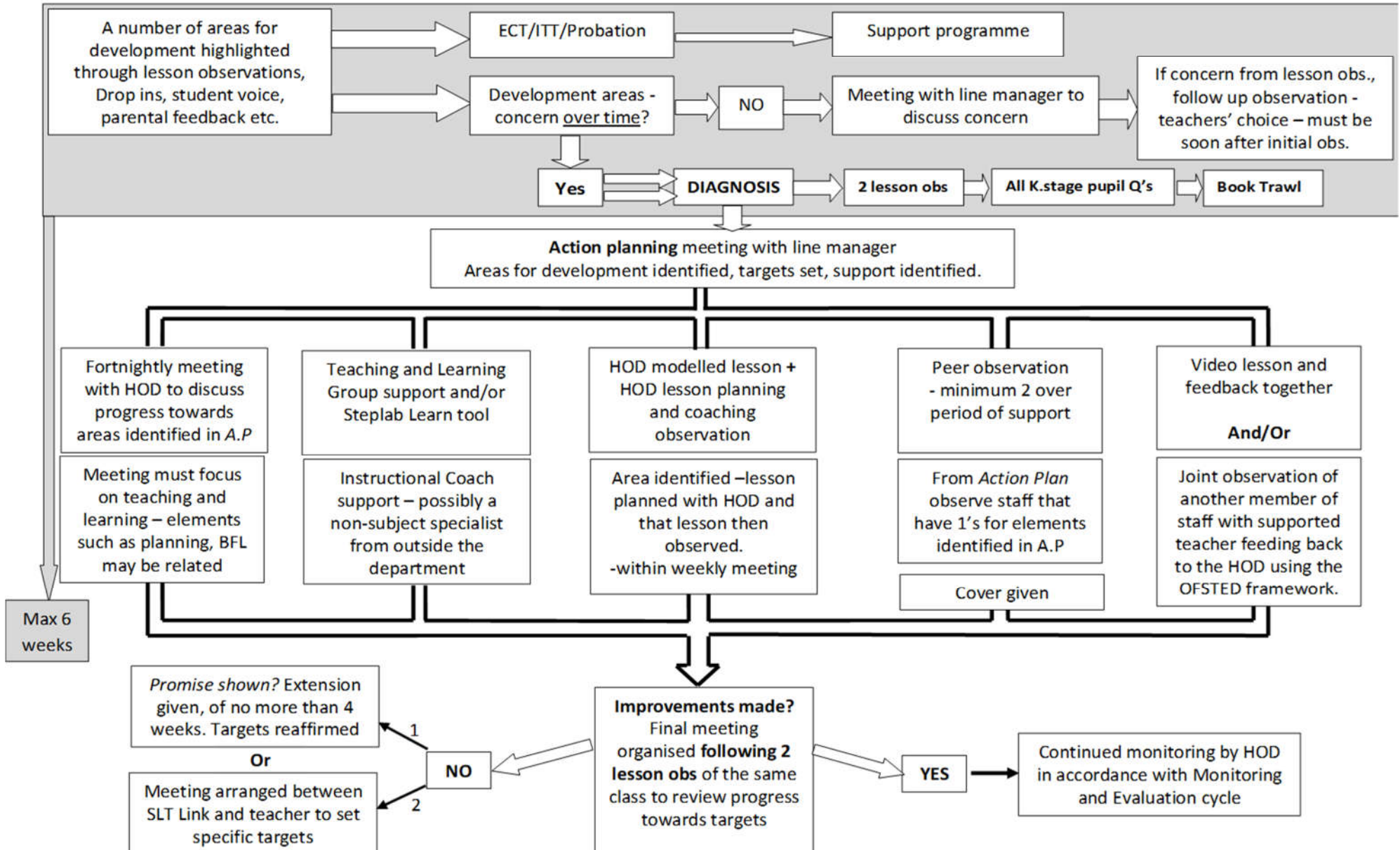
- Students should be assessed through formative and summative assessment methods during a term; these assessments will be formatively marked, with subject-specific targets to help the student to progress.
- Teachers should provide formal assessments that reflect the key objectives set for the students, allowing them the opportunity to prepare for their assessments ahead of time.
- Teachers should use these assessments to make 'judgements' on DPR and appropriate 'Department Assessed Grades' for KS4/KS5 students for our Progress Checks throughout the year.
- Teachers should plan for and deliver dedicated 'closing the loop' activities for students to respond to the subject-specific targets they have received in their assessments to progress in their learning. The teacher should acknowledge any changes made through live feedback/DPR.
- All students should be shown the key objectives they have achieved and which they need to improve on.

Communication

Assessment and progress will be communicated using DPR. All stakeholders will have a live overview of progress towards key objectives for each subject as well as motivation and effort scores. DPR is dynamic and can be updated in the moment and at any point, as such, DPR should be checked regularly via the website by all stakeholders. Once per term, DPR reports are sent out to parents. These provide a snapshot of progress at that time and are not dynamic.

WEST HATCH HIGH SCHOOL

SUPPORTING TEACHING PROGRAMME



Appendix B: Teaching Standards



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils 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 pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

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 other out-of-class activities to consolidate and extend the knowledge and understanding pupils 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 pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, 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 pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour 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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.