



Divergent Partnership Trust: Our Vision

To grow a multi academy trust of excellent schools that sit at the heart of their communities. Our academies are aligned by a commitment to prioritise academic excellence; high expectations and the development of character; being inclusive; developing the highest quality of teaching and learning and providing valuable progression routes that will give young people choices in adult life and allow them to be well qualified to achieve success and well-being.



TEACHING - LEARNING - ASSESSMENT

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Fundamental Principles

The Divergent Partnership Trust values teachers and holds the teaching profession in high regard. Teaching and learning are at the forefront of everything we do in the classroom and beyond. Students are taught and learn what they need to secure outstanding academic outcomes and to develop good character. The Trust recognises the value of both academic success and strong character in future success and fulfillment.

“The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What an educator does in teaching is to make it possible for the students to become themselves.”

Paulo Freire, Pedagogy of the Oppressed

Teaching

- Teaching is both a passion and a vocation.
- Teachers are learners who continue to engage with their subject.
- A good teacher understands the needs of the individual and their right to learn.
- Teaching is at its very essence cross curricular and broader than its subject root.
- Teaching secures good outcomes and encourages character development in both teacher and student.
- Teaching inspires young people to make a positive difference to the world around them.

Learning

- Learning is always moving forward, consolidation then growth.
- Learning must have relevance in application and purpose.
- Learning comes when the student is truly engaged and understands the reason a subject is important.
- Context is everything when fully understanding through learning.
- Learning is fun and creativity is encouraged.
- Learning is about challenge and thinking hard over a structured series of lessons.

Assessment

- Assessment is only useful when designed to enhance learning for the recipient.
- Evaluate, review, share and improve are the core processes of good assessment.
- Formative and Summative assessment must be used effectively.
- Assessment is for no-one but the student.
- Everyone is an assessor, critic and should be fluent in the conversation of progress.

Teaching and Teachers

The subject specialist is intrinsic to the delivery of good learning and in engaging with the conversation that is assessment. Individual teachers are the biggest single force in the success or failure of a student in their care.

The trust is committed to ensuring that teachers are good role models and contribute to making each school an enjoyable and productive place to work. We actively recruit based on character strengths to employ staff that foster good relationships and are leaders of positive behavior.

In Divergent Partnership Trust Schools we encourage staff to share a set of core values:

- High quality teaching and learning is all that matters.
- Every lesson is important to every child in the classroom.
- Consistency of all good teaching has the highest impact over time.
- Teachers should value continued engagement and enjoyment of their subject area and the wider world to keep teaching relevant and engaging.
- Teaching and pedagogy are most effective when continually refined as part of a wider conversation loop with students and other professionals.
- Individuality and style of teaching is respected. Good teaching and high impact on student success does not follow a single style or approach.
- Only the highest expectations of outcomes and ability leads to exceptional learning.
- Teaching, learning and assessment should never be pointless or without impact.
- Character development is a core element of success in both the teacher and the student.
- No subject is taught best in isolation or without context. It is context that gives meaning, relevance and value to learning.
- Outcomes must have value to the student. Without this currency, learning is unlikely to follow.
- Risk taking is important and tradition should be questioned where high quality outcomes are not seen.
- Positive relationships are key to a productive classroom.

Classroom Skills

There are key classroom skills that promote outstanding outcomes. These starting points in every lesson are to be refined, improved and evaluated as part of high impact classroom practice.

- **Engagement**
- **Differentiation**
- **High Expectations and Challenge**
- **Empathy**
- **Creativity**
- **Providing Context**
- **Effective Questioning**
- **Assessment and Evaluation**
- **Context and Broader Understanding**
- **Real World Experiences and Outcomes.**

Assessment for Learning

Assessment for learning is much used but often poorly understood concept and practice. Assessment is often applied wastefully and with little impact if not focused on its purpose and outcomes. In Divergent Partnership Trust Schools assessment must have real impact on the learner.

Assessment should be:

- Student focused and progress driven.
- Should use formative and summative feedback in appropriate balance.
- Should always be for the purpose of a student to reflect on and improve.
- Student driven, efficient and acted on.
- Used to evaluate, learn, understand and move forward.
- Clearly linked to a context framework that has clear expectations of what progress in learning should look like.
- Action based on diagnostic feedback.
- Given time to be understood, valued and used to improve.

Assessment should not be:

- Generalised.
- Unused, unseen or inefficient.
- A clerical or time wasting exercise.
- Always teacher led.
- Simply a book marking, written correction exercise.
- A closed loop.
- Not diagnostic without actions.
- Rushed, generic or without time given to be used and be useful
- Used to measure progress on topics not yet taught.

Contextual Assessment Framework

This can be any of the following and is used to define what outcomes could and should look like:

- Clear and differentiated lesson aims and objectives.
- Exam based syllabus or assessment objectives.
- A teacher modelled or defined outcome.
- A student defined target or outcome.
- A long term and/or short term goal.
- A reflective assessment based action

Assess- Reflect - Improve

Using a contextual framework that explicitly shows the aims and expectation of what good progress and learning looks like to the individuals in the classroom.

Types of Assessment

Formative

- Peer feedback/ reflection.
- Group critique of work
- Self-evaluation and reflection.
- Verbal interview or feedback.
- Small group discussion with actions as outcomes.
- Class discussion.

Summative

- Exam based questions
- Extended Writing task
- Benchmarked activity using a defined criteria
- Graded work (with explicit assessment objectives).
- Public examination
- Knowledge based Quiz or flash test
- An assessed presentation.

Effective assessment strategies

Every Lesson

- Peer - assessment
- Verbal Assessment
- Individual reflection/ evaluation
- Class reflection/ evaluation
- Reference to contextual framework

Formative

Regularly (every 2-3 weeks)

- Consolidation of learning.
- Knowledge based, short formative testing
- Reaffirming aims and objectives.
- Building on prior learning aims.

Formative/ Summative

Termly

- Assessment of ATL.
- Formative assessment with preparation and consolidation time.
- Levelling up of assessed work to show improvements and impact of reflection.
- Wider reflection and evaluation of progress, learning and outcomes.
- Action planning for future improvements and learning opportunity.
- Teacher reflection and evaluation of whole class work, progress and outcomes.

Summative

Assessment and Reporting Schedule

This calendar refers to the expectations regarding inputting of summative assessment results.

KS3 (7 and 8)

2 x exam based assessment per year.

Term 3 and 6 each academic year.

Collection of ATL and character based assessments.

6 times per year/ each term.

All exams will be returned with feedback and sat again and improvements measured.

KS4 (9, 10, 11)

2 X Exam based assessments per year

End of Term 2 and 5

Collection of ATL and character based assessments.

6 times per year/ each term.

All exams will be returned with feedback and sat again and improvements measured.

KS5

6 X Exam based assessments per year

End of Term 1-5 (Year 13)

End of Term 3- 6 (Year 12)

Collection of ATL and character based assessments.

6 times per year/ each term.

All exams will be returned with feedback and sat again and improvements measured.

Assessment Policy

Wrotham School

This policy aims to ensure that students are engaged to learn and make progress through regular, consistent and diagnostic marking in all subject areas. Central to this policy is the need to involve students in a dialogue with staff that leads to opportunity to improve work, strengthen learning and nurture progress.

Written feedback comes at the end of a long process of feedback in lessons including: oral feedback, questioning, modelling work and peer/ self- assessment.

Expectations of all staff:

Time must be given in lessons for students to peer assess, respond to teacher assessments and use all feedback to improve their work and understanding of the subject.

Assessments and levelling-up:

- At least 1 piece of levelled - up assessment work each term (6 pieces per year) the first piece is marked fully and highlights improvements then levelled up and marked with a grade. All assessments should be substantial including PPEs and end of unit tests.
- All written assessments should be marked for SPAG.
- Assessments and progress must be recorded and tracked by the teacher.
- Students should be given the opportunity to self- assess their first attempt before they level-up

In order to improve to reach or exceed my target grade of ____ I must:

In order to achieve a grade ____ I must:

- Teacher feedback should explain what a student needs to do to achieve on or above their target grade

In order to reach or exceed your target grade of ____ you must:

In order to achieve a Grade ____ you must:

Note book expectations:

- Class work books are Note books- these are not marked by the class teacher, but are monitored for presentation and contribute to termly class Attitude to Learning Class grades.
- Every lesson must have an element of peer moderation/ self- assessment/ verbal feedback
- Peer moderation/ self- assessment should use WWW/ EBI and students should engage with GCSE/ A Level mark schemes to provide structure to their assessment.
- All student Note books must clearly display a target grade.
- Note book work must be well – presented.

Assessment for learning expectations:

Questioning:

- Open questions are used to probe and deepen the pupils' understanding.
- Challenge and thinking hard is encouraged.
- 'No hands up': this allows for targeted questioning and is used to extend participation to the whole class during questioning, rather than having the same few pupils answer most or all of your questions.
- Wait time/ processing speed: Allowing around five seconds of wait time allows for more probing questions.

Modelling work:

- Students are provided with opportunities to apply assessment criteria to modelled examples of work (possibly produced by a previous cohort or their own class) to illustrate the standards required and to familiarize themselves with the application of the assessment criteria.

Homework expectations:

- Please see Homework policy

Expectations of students:

- Students must respond in writing to comments in their assessments and use the feedback to improve/ level-up their work.
- Students must be aware of their current grades and know what to do to reach the next level.
- Students must be aware of their target grade and know what to do to reach their target grade.
- Students must present their work to be marked/ re-marked by the deadline set by the teacher.
- Students must take pride in the presentation of their work in their Note books, homework and assessments.
- Students must update their tracking sheets with current and levelled-up grades and note their target grades on their Note books.
- Students must engage with their mark schemes to provide both self and peer feedback on how to improve.

Monitoring:

- Will take place as part of every lesson observation and learning walks.

Homework Policy

Wrotham School

- The school recognises the importance of homework and its impact on the progress of students across all subjects.
- Homework should be set regularly and proportionately to their teaching time in each subject area.
- As a school, we do not 'chase' a lack of homework submission and instead a lack of homework completion is noted in Homework Attitude to Learning grades.

Staff are expected to uphold the following:

Setting:

- Students should be set homework a minimum of once every three lessons using the Show my Homework system. To have high expectations of the students at Wrotham School you may wish to set this more often.
- Individual homework tasks should take between 30-45 minutes and should not exceed 1 hour (year group dependent).
- Stretch and challenge homework should be set on a termly basis. These pieces are not marked, but IB credits are awarded for submission.

Marking:

- Homework will be marked with an Attitude to Learning for Homework grade.
- Homework marking could include a combination of: verbal feedback, presentation of work or flip learning, written feedback, peer and self- assessed marking.

Tasks:

- Homework tasks could include: Tassomai, PIXL apps, Hegarty Maths, research/ planning in preparation for written tasks, key word spellings, terminology definition tests, forums, blogs, quizzes, self-marking, online tests and literacy and vocabulary tests.

Contribution to ATL:

- Students are issued with an Attitude to Learning Homework grade as part of their termly reports.
- Students are marked with an Attitude to Learning Homework grade on written pieces.
- A lack of Homework submission is noted with an Attitude to Learning score of 4.
- An email is sent home to parents when students produce an exceptional piece of Homework.

Support with Homework completion:

- Provision should be made for students unable to complete the homework at home to complete the work in school, in the department and with support.
- Homework club is available at lunch-times if students are unable to complete homework at home.

Monitoring:

- Frequency and suitability is monitored by LT through Show My Homework.

Where standards are not met, staff will be given feedback on how this can be improved. This will continue to be monitored in line with our published Assessment Policy.

Staff Professional Development

Our commitment to the professional development of teachers is at the centre of what we do. Without good teaching learning cannot take place and we value teacher's professional development and well-being to be vital to a strong, exciting and dynamic classroom delivery.

Our commitment to professional development and well-being:

- To ensure that no time is wasted for all of our staff by ensuring that we review and evaluate everything we expect our teachers to engage with to ensure that ineffective and irrelevant work is removed from our agenda.
- To provide staff with access to conversation and support from peers and outside expertise to help support the development of pedagogy.
- To provide emotional support with a focus on mental health to ensure all staff are healthy and can work in a supportive environment.
- To ensure that teachers are not given judgments only support to improve.
- To provide as much time as is possible to focus on teaching learning and assessment.
- To minimise teacher marking and assessment and remove it when it is not effective.
- To provide access to a range of opportunities to engage with both a teacher's subject and their wider character development intellectually, culturally, creatively and pedagogically.
- To provide access to opportunities to stay physically and mentally healthy.
- To reward consistency, engagement and impact.
- To offer opportunities to engage and connect with school life outside of subject areas.

We will achieve this by:

- To ensure that the majority of staff meetings are department based and developmental.

- To ensure that development is focused around teaching, learning and assessment.
- To utilise and reward our successful practitioners through the support of others.
- Reviewing and impact assessing all policies relating to teaching, learning and assessment to ensure they are efficient.
- To minimise assessment by insuring that it is efficient, effective and balanced.
- Providing a school staff mental health support network.
- Removing all unnecessary administration tasks including our approach to data entry and recording assessment.
- Providing time to explore subject knowledge development and personal character development through cultural engagement and activity.
- To provide sport and health activity to promote physical well-being.

Teaching and Learning Groups

Being part of a successful learning trust and partnership enable a great deal of experience practice and resources to be made available when developing teaching and learning and pedagogy development. As part of this process we provide directed time opportunity to be involved in a range of specialist teaching development groups. These groups are action based and meet at timetabled times across the year and are based on collaborative partnerships across our trust schools. Work and outcomes for these groups are focused solely on developing and realising practice that works in the classroom through the development or empirical, experiential and academic based projects that can be shared across the trust's schools.

(Wrotham School 2018/19)

GROUP ONE	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6	GROUP 7
Stretch and Challenge and Thinking Hard	Oracy skills	Assessment for Learning	Student engagement, structure and relationships	Student resilience and independence	Creativity and risk-taking	Vocational
JJA	API	SPA	AZD	AAZ	AHO	JSM
KPA	RMO	RLE	FBU	DLA	JTR	MFR
SBO	MCO	AON	AGI	LEL	NDR	SFU
JEL	DSC	SFR	ABI	SWI	TSI	KAL
LFE	CAL	MST	LHA	JBL	RCL	CPE
MSE	SWH	NTU	JPA	PBR	EFL	SRA
NRU	FFE	DWE			ANO	

Personal Development

As part of this commitment all of our schools provide 3 days per year/ 15 hours, as directed time to focus on the following:

- Developing Pedagogy
- Subject Knowledge
- Cultural Experiences

We believe that these elements are vital to a holistic approach to professional development as part of your employment in the trust.

The school provides time, to be booked in advance for each of these key developmental days. Each member of staff is able to request funding to contribute towards pre- approved costs towards days 2 and 3. This is at the head teacher’s discretion and is subject to the requirements of the school budget.

DAY ONE - 5 hours	Day 2- 5 Hours	Day 3 - 5 Hours
• Developing Pedagogy	• Subject Knowledge	• Cultural Experiences/ Well- being
Suggested Activity	Suggested Activity	Suggested Activity
Visit to another school or institution		A visit to a museum, theatre or performance.
Developing a piece of action based research	Visit to a University department	Participation in a sporting or exercise based event/ activity.
Mentoring another member of staff	Visit to a professional/ industry workplace linked to subject area.	Visit to an art gallery.
Observing the lessons of other practitioners and applying experience to own pedagogy	Reading around your subject or a subject based text.	A team building activity or event with your peers.
Developing department of whole school resources with specific outcome and impact.	Completing a qualification in your subject area.	A health and relaxation experience.
Reading or research based practice.	Writing and research new SOW or subject content.	
T+L focussed external CPD courses by approved providers.	Experienced based conversations with leading professionals active in your field.	

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