



**The Trafalgar
School** AT DOWNTON



Teaching, Learning and Assessment Protocol

Statement

Key concepts in subjects are identified with progression in these concepts mapped sequentially (see progression maps). Substantive and disciplinary knowledge is organised (see knowledge organisers) and 'chunked'. We have adopted the pedagogical approach of 'I do, we do, you do' – a gradual release of responsibility to the student. We make 'things' matter through our passionate delivery, relevance, contextualisation, questioning, provocation, challenge and experimentation. Students demonstrate what they have learnt through independent application (you do) and 'seek meaning' in what they have learnt or do not fully understand (response to assessment). Our co-curriculum will bring to life what students are learning. It will both stem from, and introduce students to, interests and experiences and be mapped against our school values.

Schools Strategic Objectives and *Aims

- Sharing a passion for our subjects and a love of life and each other so *that* it *inspires others.
- Developing 'academic habits' so *that* *all students become highly effective people.
- Delivering a curriculum that is knowledge rich and secured through application so *that* *all students can both develop and demonstrate their understanding and capability.
- Providing teaching (and assessment) of the highest quality so *that* it motivates, stimulates, builds confidence and ultimately *enables students to think and act for themselves.
- Providing a co-curriculum that *builds character and develops lifelong interests.

Roles and Responsibilities

The Academy Governance Committee are responsible for holding leaders to account for driving up education standards.

The Headteacher is responsible for ensuring that the strategic vision is realised through sound and effective professional practice aligned to the Teacher Standards and school protocol.

All school leaders have some responsibility for teaching and learning underpinned through effective line-management and continuous professional development (CPD).

The Senior Leader accountable for teaching and learning is responsible for strategic oversight of the quality of teaching and learning and CPD. In carrying out their duties:

- Developing, implementing and embedding the 'Principles of Teaching and Learning' at The Trafalgar School.
- Monitoring and tracking teaching standards in line with the Trust Improvement schedule and Academy Development Cycle. [See monitoring.](#)
- Working with all members of the Senior Leadership Team (SLT) in implementing a school-wide Continuing Professional Development programme for all staff at all stages in their teaching career.
- Working with practitioners across the Magna Learning Partnership and Wessex Partnership in developing and disseminating 'best practice'.

The Senior Leader accountable for Data and Assessment is responsible for:

- Strategic responsibility for assessment and examinations including the development of efficient and effective marking and assessment practices.
- Developing, implementing and embedding the 'Principles of Assessment' at The Trafalgar School.
- Strategic oversight of student tracking, monitoring and reporting.
- Developing an efficient and effective assessment calendar that is shared with all stakeholders.
- Overseeing the day-to-day organisation and coordination of all assessment administration and managing all statistical data pertaining to assessment which serves to support students in their learning.
- Taking the lead role in the implementation and development of a rigorous programme of intervention designed to accelerate progress.
- Effectively evaluating the assessment cycle in order to improve provision and raise standards.

The SENDCo is responsible for:

- The production of accurate and up to date student profiles, which have detailed strategies to support teachers in meeting the needs of all students.

- Strategic oversight and deployment of Teaching Assistants and their role in enabling effective teaching and learning which serves to support students in their learning and monitoring its effectiveness.
- Working with Senior Leaders in providing CPD to all staff on developing their practices in supporting students with additional needs.

Subject Leaders are responsible for monitoring and maintaining high standards of planning, teaching, learning and assessment in their curriculum area including standardisation and moderation of all assessments; analysis of data produced to evaluate attainment, achievement and provision; ensuring that appropriate intervention is planned and delivered to improve student outcomes.

- Ensuring there are high-quality short, medium and long term plans in place across their curriculum area that fulfil the curriculum intent.
- Monitoring the quality of teaching and learning across their curriculum area through regular 'drop-ins', planned observations and work scrutiny. See monitoring.
- Monitoring the quality of marking and feedback across their curriculum; ensuring standardisation and moderation processes are a standing agenda item at curriculum team meetings to support subject improvement.
- Monitoring the consistency and quality of the setting and completion of homework across their curriculum area. See Home Learning Protocol.
- Ensuring continuous pedagogical dialogue between teachers. Providing subject-specific guidance and training to staff within their curriculum area to promote the highest standards of teaching and learning.
- Ensuring data is available and used to its full potential to enhance learning further.
- Ensuring any moderator reports or external feedback are discussed and acted upon to make further teaching and curriculum improvements.

Teachers are responsible for:

- Their own continuous professional development.
- Planning and delivering high quality teaching and learning which results in rapid and sustained student progress through effective

application of the 'Principles of....' at The Trafalgar School and Teacher Standards. See monitoring.

- Providing and maintaining a highly effective learning environment in line with the schools Behaviour Protocol.
- Work to develop in students the 'Academic Standards' required in achieving accelerated academic progress and learner independence.
- Marking students work in line with the school expectations. Assessing, recording and reporting on the progress and attainment of assigned students. This includes detailed and accurate record keeping of assessments, classwork and homework. Communicating any concerns relating to learning with parents and carers.
- Setting homework aligned to the schools Home Learning Protocol.

Tutors are responsible for supporting their tutees through regular conversations around their learning, effort and attitude.

Students are responsible for their own learning and behaviour. In doing so they will work 'quietly and with purpose', completing their 'best work, first time'. For more information, see the schools Behaviour for Learning Policy

Parents are responsible for ensuring that their child attends school regularly and punctually and is equipped for, and ready for, learning. They also have responsibility to support the completion of Home Learning.

Monitoring of Teaching Learning – Guidance for teachers and leaders

The **Principles of Teaching and Learning** or the 'active ingredients' of effective teaching and **Trafalgar 10s** provide a summary for teaching staff on what is considered best practice in facilitating and maximising learning. When monitoring teacher performance leaders will ask the following questions.

To what extent does the teacher:

1. Create the optimum conditions (Display, Seating Plans, SEND Support, Meet & Greet – Low threat, High Challenge) for effective learning?
2. Begin with a 'short' review of previous learning – revisit and build?
3. Present new information in small steps (or chunks), limiting the amount of material students receive at one time – mindful of cognitive load?
4. Think aloud and model steps (I do)?
5. Provide models of worked-out problems (I do)?
6. Provide more than one example (three is optimum) (I do)?

7. Give clear and detailed instructions and explanations? Prepare students for independent practice (I do to you do)?
8. Guide students as they begin to practice (We do)?
9. Give students the chance to speak and wonder aloud together about the learning (We Do)
10. Allow students a high level of active practice after each step (You do)? Monitor students as they practice?
11. Asks questions to check for understanding (review now)? Gleaning a response from all students?
12. Provide systematic feedback and corrections using STARC?
13. Reteach when necessary?

Magna Learning Partnership

Framework for quality first teaching (Version 3)

	Development 1	Development 2	Development 3	Development 4
High expectations	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher sets high expectations of students' behaviour, effort, oracy, literacy and standard of work that are communicated and reinforced <i>'every lesson, every day'</i>. <input type="checkbox"/> Students meet these high demands and, as a result, students <i>'work hard and think hard'</i> in lessons – including by applying their knowledge confidently in independent practice. <input type="checkbox"/> The teacher ensures high participation and think ratio in lessons; a <i>'no opt out'</i> culture has been established. <input type="checkbox"/> The teacher teaches to the top, scaffolding effectively so that all students are challenged. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher has high expectations of students' behaviour, effort, oracy, literacy and standard of work but these may not be communicated and reinforced <i>'every lesson, every day'</i>. <input type="checkbox"/> Students often meet high demands in lessons and show that they can <i>'work hard and think hard'</i> - including by applying their knowledge in independent practice. <input type="checkbox"/> The teacher regularly ensures high participation and think ratio in lessons and may be establishing a <i>'no opt out'</i> culture. <input type="checkbox"/> The teacher teaches to the top but scaffolding may not be effective in ensuring that all students are challenged. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher's expectations of students' behaviour, effort, oracy, literacy and standard of work may not be consistently high or are not routinely communicated and reinforced. <input type="checkbox"/> Consequently, students may meet high standards but they could <i>'work harder and think harder'</i> – including by applying their knowledge more often or more effectively in independent practice. <input type="checkbox"/> Participation and think ratio are not routinely high enough; students sometimes <i>'opt out'</i> in lessons. <input type="checkbox"/> The teacher may pitch lessons inconsistently or may not scaffold effectively so that all students are challenged. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher's expectations of students' behaviour, effort, oracy, literacy and standard of work are too low or are not clear or reinforced. <input type="checkbox"/> Consequently, students do not <i>'work hard and think hard'</i> enough – they may not engage well or often enough with independent practice. <input type="checkbox"/> Participation and think ratio are often too low; as a result, students often <i>'opt out'</i> in lessons. <input type="checkbox"/> The teacher pitches lessons inconsistently; scaffolding may not be evident or effective.

Behaviour for learning	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher manages behaviour effectively, positively and consistently in line with Academy policy to ensure a focused and safe learning environment. <input type="checkbox"/> The teacher directs student attention throughout lessons and routinely checks that students are engaged and meeting expectations. <input type="checkbox"/> The teacher has established clear routines which are understood by all, creating a purposeful classroom culture. <input type="checkbox"/> Students act with autonomy and independence. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher manages behaviour mostly effectively, positively and consistently in line with Academy policy to ensure a focused and safe learning environment. <input type="checkbox"/> The teacher directs student attention for the majority of lesson time and regularly checks that students are engaged and meeting expectations. <input type="checkbox"/> The teacher has established clear routines which are understood by all but these could be refined to create a more purposeful classroom culture. <input type="checkbox"/> Students often act with autonomy and independence. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher does not always manage behaviour effectively, positively and consistently in line with Academy policy to ensure a focused and safe learning environment. <input type="checkbox"/> The teacher often directs student attention and checks that students are engaged and meeting expectations. <input type="checkbox"/> The teacher may not have established clear routines or these may not be understood by all so that the classroom culture is not as purposeful as it could be. <input type="checkbox"/> Students sometimes act with autonomy and independence. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher does not manage behaviour effectively, positively and consistently in line with Academy policy to ensure a focused and safe learning environment. <input type="checkbox"/> The teacher intermittently directs student attention and does not check often enough that students are engaged and meeting expectations. <input type="checkbox"/> The teacher has not established clear routines which are understood by all; there is not be a purposeful classroom culture. <input type="checkbox"/> Students seldom act with autonomy and independence.
Responsive Teaching	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher sets clear learning intentions and plans lessons carefully to meet the needs of all students. <input type="checkbox"/> The teacher routinely and effectively elicits evidence of learning to find out what students know, understand and can do. <input type="checkbox"/> The teacher is responsive to this feedback within lessons – adapting what or how they are teaching. <input type="checkbox"/> The teacher routinely reflects on the learning of students following a lesson to inform future planning. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher sets clear learning intentions and plans lessons based on the needs of all students. <input type="checkbox"/> The teacher often and mostly effectively elicits evidence of learning to find out what students know, understand and can do. <input type="checkbox"/> The teacher is often responsive to this feedback within lessons – adapting what or how they are teaching. <input type="checkbox"/> The teacher regularly reflects on the learning of students following a lesson to inform future planning. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher's learning intentions may not be always be clear; lessons may not be planned based on the needs of all students. <input type="checkbox"/> The teacher does not elicit evidence of learning often or effectively enough to find out what students know, understand and can do. <input type="checkbox"/> Consequently, the teacher is not often responsive to the learning taking place in lessons – often not adapting what or how they are teaching. <input type="checkbox"/> The teacher often reflects on the learning of students following a lesson but this may not effectively inform future planning. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher's learning intentions are not clear; lessons have not been planned to meet the needs of all students. <input type="checkbox"/> The teacher rarely or ineffectively elicits evidence of learning to find out what students know, understand and can do. <input type="checkbox"/> Consequently, the teacher is not responsive to the learning taking place in lessons – there is little evidence of them adapting what or how they are teaching. <input type="checkbox"/> The teacher does not often reflect on the learning of students following a lesson or use this information to inform future planning.

Subject knowledge and planning	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher has broad and deep knowledge of the curriculum content of the subject they teach. <input type="checkbox"/> The teacher knows how to structure lessons for long-term learning and routinely applies this knowledge effectively in their planning. <input type="checkbox"/> The teacher anticipates common misconceptions, plans accordingly and lessons are well-paced. <input type="checkbox"/> The teacher routinely sets purposeful homework to consolidate and extend student knowledge. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher has strong knowledge of the curriculum content of the subject they teach. <input type="checkbox"/> The teacher knows how to structure lessons for long-term learning and often applies this knowledge effectively in their planning. <input type="checkbox"/> The teacher often anticipates common misconceptions, plans accordingly and lessons are mostly well-paced. <input type="checkbox"/> The teacher often sets purposeful homework to consolidate and extend student knowledge. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher has secure knowledge of the curriculum content of the subject they teach. <input type="checkbox"/> The teacher knows how to structure lessons for long-term learning but does not often apply this knowledge effectively in their planning. <input type="checkbox"/> The teacher sometimes anticipates common misconceptions, plans accordingly and lessons can be well-paced. <input type="checkbox"/> The teacher intermittently sets homework which might be appropriate. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher has a superficial knowledge of the curriculum content of the subject they teach. <input type="checkbox"/> The teacher may not have secure knowledge about how to structure lessons for long-term learning or does not apply this knowledge in their planning. <input type="checkbox"/> The teacher does not anticipate common misconceptions and lessons are not well-paced. <input type="checkbox"/> The teacher does not regularly set homework or it does not help students to consolidate or extend their knowledge.
Assessment and feedback	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher assesses students' work to identify specific learning gaps and prepares feedback that focuses on moving learning forward with clear, actionable next steps. <input type="checkbox"/> The teacher plans how to give feedback to students and gives them the opportunity to use their feedback to move learning forward. <input type="checkbox"/> The teacher routinely uses lesson time effectively to give verbal and, where appropriate, written feedback. <input type="checkbox"/> Habitually uses summative and formative assessment data to monitor progress. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher assesses students' work to identify learning gaps and prepares feedback that focuses on moving learning forward with mostly clear, actionable next steps. <input type="checkbox"/> The teacher plans how to give feedback to students and gives them the time to engage with their feedback. <input type="checkbox"/> The teacher often uses lesson time effectively to give verbal and, where appropriate, written feedback. <input type="checkbox"/> Regularly uses summative and formative assessment data to monitor progress. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher assesses students' work and prepares feedback that may focus on 'improving the work not the student'; targets may be unclear, superficial or not actionable. <input type="checkbox"/> The teacher may not plan how to give feedback to students or may not give them the time to engage with their feedback. <input type="checkbox"/> The teacher sometimes uses lesson time effectively to give verbal and, where appropriate, written feedback. <input type="checkbox"/> Sometimes uses summative and formative assessment data to monitor progress. 	<ul style="list-style-type: none"> <input type="checkbox"/> The regularity and efficacy of assessment feedback is not appropriate to move learning forwards. <input type="checkbox"/> The teacher does not give appropriate opportunities for students to engage with their feedback. <input type="checkbox"/> The teacher does not use lesson time effectively to give verbal and, where appropriate, written feedback. <input type="checkbox"/> Summative and formative assessment data is not used to monitor progress.

We recognise that how the students respond to the teacher and teaching is fundamental in maximising learning. The table overleaf will help guide the observer in making any 'judgements' as learning and progress can be observed in a variety of ways.

To what extent does the teacher:	This is shown through the learning behaviours of students, to the extent that:
Create the optimum conditions (Display, Seating Plans, SEND Support, Meet & Greet – Low threat, High Challenge) for effective learning?	They are 'quiet and purposeful' Routines ensure classroom 'business' is swift and unobtrusive Positive relationships are evident
Begin with a 'short' review of previous learning – revisit and build? Make 'things' matter through our passionate delivery, relevance, contextualisation, questioning, provocation, challenge and experimentation.	They demonstrate understanding of prior learning They willingly and confidently answer questions There is an 'air of anticipation' – it really matters!
Present new information in small steps (or chunks), limiting the amount of material students receive at one time – mindful of cognitive load?	They listen well and respond to questions They may make notes or consult handouts/KOs They ask questions
Think aloud and model steps (I do)?	They begin to make connections
Provide models of worked-out problems (I do)?	They may assist other students to understand
Provide more than one example (three is optimum) (I do)?	They 'toy' with ideas – think out loud
Guide students as they begin to practice (We do)?	They ask questions They frown (when the penny is stuck) ... and then smile (as the penny drops) They look 'skywards' when thinking They offer analogies and metaphors of their own: "Oh I get it – it's a bit like..." They 'nod'
Give clear and detailed instructions and explanations? Prepare students for independent practice (I do to you do)?	They ask questions (seek clarity) They explain what they have been asked to do in their own words
Allow students a high level of active practice after each step (You do)? Monitor students as they practice?	Students demonstrate/discover understanding through independent/group work with curiosity and determination (<i>not reliant on the teacher</i>) They take pride in their work 'best work first time' They do something with the information They recreate (rather than reproduce) information They explain their thinking

	They justify their thinking They re-draft, revise, re-think etc.
Asks questions to check for understanding (review now)? Gleaning a response from all students?	They demonstrate understanding of new learning and answer questions with confidence They reflect consciously
Provide systematic feedback and corrections using STARC?	They correct their thinking, respond to teacher comments and show improvement in skills and knowledge when responding to their work
Reteach when necessary?	They are not afraid to say they do not understand

Protocol Review

This protocol will be reviewed bi-annually.