



# **Strood Academy**

## **Teaching and Learning Policy**

### **2024-2025**

# Teaching and Learning at Strood Academy

## Strood Academy Vision and Values

- Inquisitive
- Respectful
- Resilient
- Kind

## Strood Academy Foundations

### Our foundations

- We hold the highest expectations and embed positive engagement as part of our curriculum
- We teach an ambitious and knowledge rich curriculum
- We inspire every individual to become an active global citizen
- We are relentless in creating a better world
- We develop strong, collaborative community relations
- We take pride in our safe, nurturing and inclusive learning environment
- We lead with expertise
- We care about our staff
- We harness the power of technology
- We promote social justice through excellent outcomes for all

### **Our Teaching & Learning Vision**

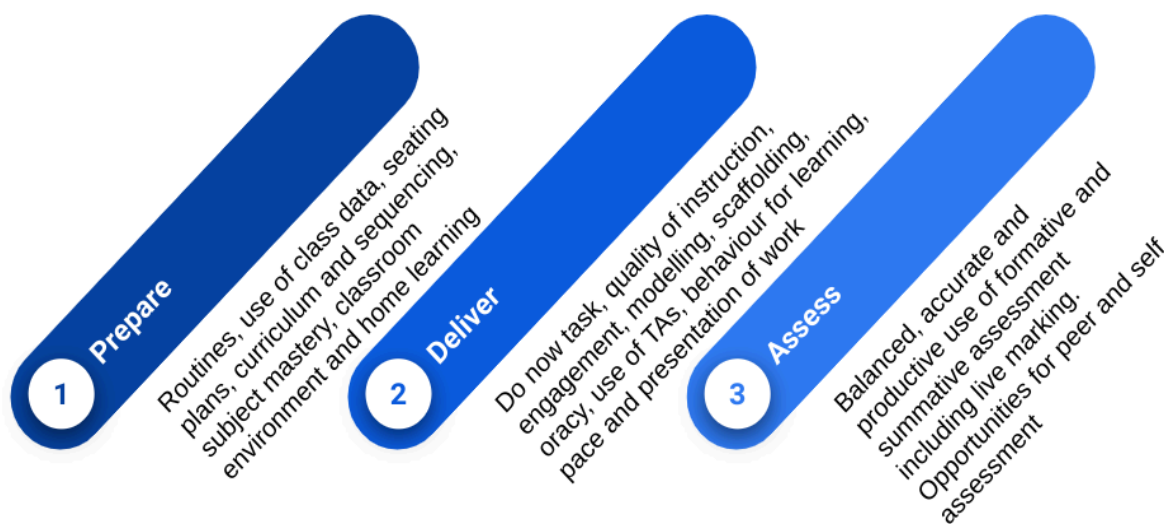
Teaching and Learning at Strood Academy serves a single purpose, our community. Lessons at our school demonstrate our ambition for all. Regardless of starting point, all pupils make excellent progress and are supported in doing so by teachers who lead the learning process with expertise. Our pupils are engaged, digitally fluent and open-minded. In achieving this purpose, we work smarter for the benefit of our pupils and teachers. Informed through streamlining relevant and proven research, best practice and an open-door culture, our CPD programme focuses on what matters most. We know that revisiting prior learning is what makes it stick, so we focus on embedding great practice over time.

### **At Strood, we are all dedicated learners.**

Our aim at Strood Academy is to create a safe, calm predictable environment where we are all kind, respectful and resilient in our journey towards excellence. Our students thrive through an ambitious and knowledge rich curriculum that offers a global perspective, empowering all to become inquisitive lifelong learners.

### **Principles of Teaching & Learning**





## Quality Assurance

### **Learning Walks**

Our learning walks focus on teaching, not teachers. As an academy we take pride in continuing our own learning and reflecting on our practice as professionals and teachers. To support our continual development we employ an open door policy. Our classrooms are welcome to visitors anytime. Focusing on teaching and learning, not individual teachers, provides a positive climate to reflect and learn.

Learning walks will be carried out by SLT, Lead Practitioner's and MLs. If any staff member wishes to join SLT or MLs on learning walks, there is always an open invitation. All feedback will be given on LatOnTrack and where possible, verbal feedback will also be provided.

## Engagement Curriculum

**Foundation 1: We hold the highest expectations and embed positive engagement as part of our curriculum.**

At Strood Academy we explicitly teach our pupils the etiquette we expect, both in the classroom and in the wider community. We do this so all students know exactly what is expected of them which drives student engagement and enables students to achieve more than they could otherwise.

| Etiquette         | Classroom                                    |
|-------------------|--|
| Line ups          | Entrance and Exit (Threshold)<br>Rapid Entry |
| Assembly protocol | Cold Calling - No hands up                   |

|                              |                             |
|------------------------------|-----------------------------|
| Transitions - Pace & Purpose | 3Rs Warning System          |
| Academy Dismissal            | Standard call for attention |
| Restaurant / Litter          | Chromebook modes            |
| Speaking with respect        | Scholarly Speaking          |
| Care 4 Chromebooks           |                             |

### Presentation

The way that a student perceives the importance of the work set by a teacher is reflected in the presentation of their books. The standards that are expected and accepted by a teacher indicate to the student the importance of the work set. Excellent presentation of work enables easier marking, feedback and assessment. At Strood Academy books are a revision tool, and the presentation of work should reflect this.

Students are expected to:

- Write in **blue or black** pen (for all class notes and assessments)
- Write in **red** pen when improving work, peer/self-assessment and responding to marking (in particular in student exercise books)
- Complete graphs, diagrams or illustrations in pencil, using a ruler where necessary
- Write the enquiry question at the start of a topic
- Write the date and a title at the start of each lesson
- Underline all titles, subtitles and dates
- Take pride in their work

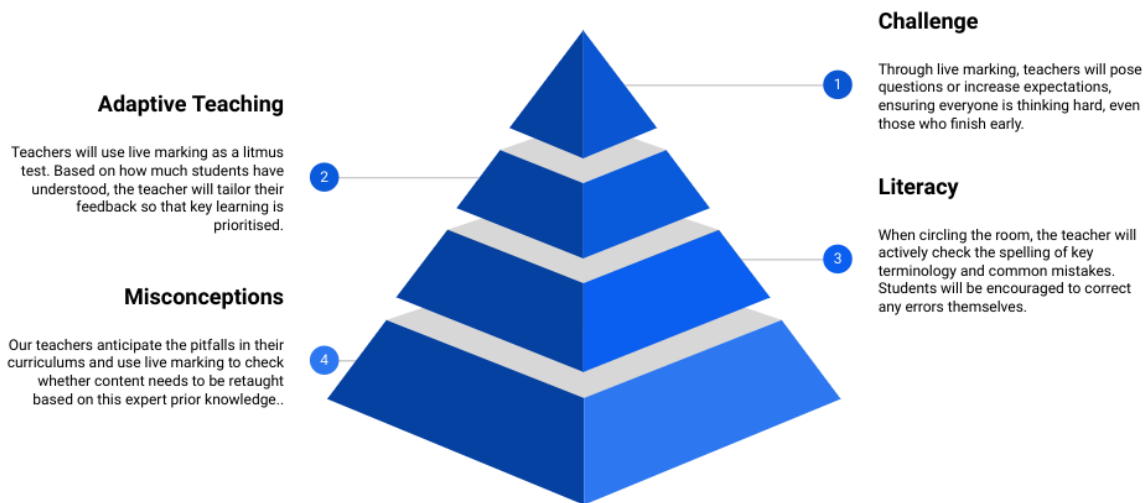
The front cover of student exercise books should be populated with their full name, teacher's name, subject, and teaching group (E.g. 10V2). Should student work fall below the expected standards, work will be removed and the pupil will have to complete this work again to the expected high standards.

### Live Marking

The quality and regularity of marking should form the basis of a meaningful dialogue between teacher and student. We do not mark all work in student books, as research suggests that students do not benefit from this process; responsive teaching and live marking are more effective. To reduce teacher workload and improve staff wellbeing there is NO expectation that staff take home students books to complete diagnostic marking on class

notes. At Strood Academy, we focus on “live marking.”

When live marking, teachers at Strood Academy will employ the CALM strategy to ensure that the feedback given proactively supports students to make more progress.



Teachers will mark with a green pen.

### Record of Progress folders (RoPs)

Students should be given regular opportunities to demonstrate knowledge and skills through summative assessment. The expectation is that the teacher will mark diagnostically, in detail using assessment criteria (MYP, Assessment Objectives from GCSE, BTEC, A-Level and/or IB criteria) as well as marking for Spelling, Punctuation and Grammar (SPaG). This assessment piece will be retained in the students Record of Progress (RoP) folder and will include a learning reflection section. Students will keep the same RoP for the entirety of their key stage.

Students should be given sufficient time to read and reflect on the marked work and respond to teacher comments. This dialogue will encourage students to improve the assessment piece and is proven to drive progress, making students take ownership in the progression of attainment. Students should also demonstrate progress by rewriting, annotating or adding to their previous answer(s).

*The RoPs are to be stored away from the exercise book (not attached to the back).*

### Key stage 3 MYP (Years 7-9)

The MYP curriculum requires that students are assessed against all four criteria twice per year. We recognise that some subject groups have contrasting curriculum time and to support teacher workload and staff wellbeing we have revised the ‘same for all’ approach. In particular for those subjects where teachers may have a high proportion of Key Stage 3 groups. Instead, it is expected that **one final assessment will be completed per topic**. For Maths, English and Science this will be **one per module**. This will vary depending on curriculum time for other subjects. For Art, DT, F&C, and PA subjects that are on a carousel, one mid-topic assessment and one end of topic assessment will demonstrate progress.

At the **front of every assessment** there should be a Learning reflection sheet attached: [Learning reflection sheets](#)

Teachers will make it clear on the success criteria what students have completed well/might need to work on to improve. Each teacher's comments should make it clear what students have done well and the areas that need improving. Teacher's feedback must be specific. Immediate progress will be seen if students complete a detailed response in the student feedback box and complete a task in red pen to show that they have understood the feedback given.

Any incorrect spellings should be written three times in the boxes beneath the student feedback box. This should be limited to three spellings chosen by the teacher.

### **Key stage 4 (Years 10-11) and 5 (Years 12-13)**

There is a minimum expectation that students complete **1 summative assessment per module** which the teacher will mark in detail using assessment criteria (Assessment Objectives from GCSE/IB/BTEC/A-Level, etc.).

There is **no expectation** that students' exercise books are marked and teachers should refrain from 'ticking and flicking'. During lessons teachers should be actively moving around with a **GREEN** pen and checking on students' class notes, marking for SPaG and ensuring students are taking pride in their work.

In Key Stage 5, there is no expectation that students utilise exercise books as students are encouraged to adopt a more university style approach and maintain their own style of note taking. Teachers should however quality assure that students are taking appropriate notes throughout the lesson. However, each student will need to complete **1 summative assessment per module** which the teacher will mark in detail using the assessment objectives; the assessments need to be kept in their Record of Progress folders or a Record of Progress book.

In Key Stage 5, students should create their own action points based on detailed assignment feedback given by the teacher. Students should also receive a grade, which is clearly defined and linked to the relevant assessment criteria.

### **Diagnostic marking**

Diagnostic marking should take place and include learning reflection. Diagnostic marking includes using some form of criteria, specific teacher comments and students should be given time to reflect and respond. The assessment pieces and [learning reflection sheets](#) will allow students to demonstrate they know more and can do more, supporting pupils to remember more. More importantly, students' comments and the opportunities they have been provided with for reflecting and improving their work should be used as a starting point for the next assessment. By referring to previous work students are able to identify the areas of development that they need to address in order to progress. Students should also demonstrate progress by rewriting, annotating or adding to their previous answer(s). Assessments also test the accumulation of knowledge throughout the course.

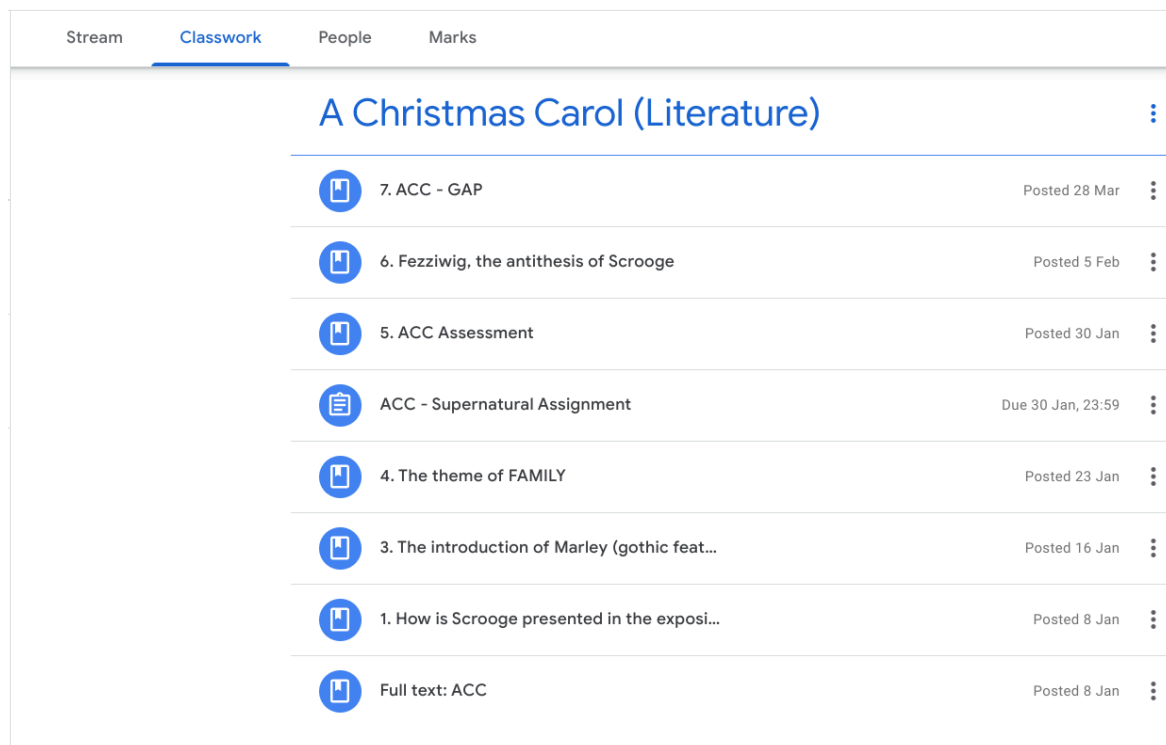
## **Digital Strategy**

### **Foundation 9: We harness the power of technology**

At Strood Academy, technology will not replace traditional teaching methodologies but instead will augment, and elevate the way that new content and skills are delivered, providing a rich and diverse learning experience for our students. Technology will both bring the world into the classroom and transport students to any aspect of the globe they wish to explore; students of Strood Academy will leave us as global citizens already feeling they have travelled the world.

Teachers are expected to complete the Google Workspace skills bronze, silver and gold award. This will be found on the staff digital platform. All staff are expected to set up a digital google classroom. Teachers must upload work to the classwork tab. Work will be separated into topics and will be numbered, with the most recent addition at the top of the list.

ITEng-1-2023-Class  
hull - English



| Stream                                | Classwork                                     | People | Marks             |
|---------------------------------------|---|--------|-------------------|
| <b>A Christmas Carol (Literature)</b> |   |        |                   |
|                                       | 7. ACC - GAP                                  |        | Posted 28 Mar     |
|                                       | 6. Fezziwig, the antithesis of Scrooge        |        | Posted 5 Feb      |
|                                       | 5. ACC Assessment                             |        | Posted 30 Jan     |
|                                       | ACC - Supernatural Assignment                 |        | Due 30 Jan, 23:59 |
|                                       | 4. The theme of FAMILY                        |        | Posted 23 Jan     |
|                                       | 3. The introduction of Marley (gothic feat... |        | Posted 16 Jan     |
|                                       | 1. How is Scrooge presented in the exposi...  |        | Posted 8 Jan      |
|                                       | Full text: ACC                                |        | Posted 8 Jan      |

[Google Classroom - minimum expectations](#)

[Creating Topics and organising work in google classroom](#)

### **Digital Exercise Books**

All pupils must have access to a digital notebook. All pupils will have a digital notebook as well as a physical book. Some pupils will be a 'laptop learner' and work digitally. Some pupils may use a laptop for assessments, they will still need to be printed and put in the RoP's. All teachers are expected to set up all pupils with a digital notebook. This will be an open assignment (no deadlines), and pupils are not to hand this in. The teacher will "live mark"



using the 'comments function.'

[Digital notebook: Teacher set up](#)

[Digital notebook book template](#)

## Quality Assurance process

At Strood Academy we have an open door culture which enables all staff to feel at ease with visitors to the classroom. We are always looking at *teaching, not teachers*, and aim to give regular and consistent feedback to enable practitioners to master all aspects of their craft.

## Feedback

### Learning Walk Rubric

Without quality constructive feedback, our quality assurance will be unlikely to have the required impact we are after. We want to ensure our teachers are open to the feedback they are receiving and actively aiming to improve their practice. Remember as always we are looking at “teaching not teachers”.



Who is this for?

Search for anyone in the Trust

👍 What was done well?

Tip: Include how the person's actions helped you

💡 What could be improved or learned from?

Tip: Ensure the feedback is accurate, constructive and avoids subjective comments

What does this feedback relate to?

Teaching and learning- Learning walk

Send

Cancel

1. LATonTrack
2. Verbal feedback within 48 hours

## Ineffective teaching

- 1) Conversation with a middle leader to raise what had been observed and if this is common practice for that staff member. Member of staff receives a further drop in to review.
- 2) Internal monitoring from DoL/HoD and SLT line manager
- 3) Informal support plan led by a lead practitioner with SLT support
- 4) Formal support plan

## **Sharing good practice**

It is imperative that we celebrate and amplify the excellent practice we see throughout our observations. This should be added to *Strood Stars* to highlight to all staff members and on LATonTrack as part of the feedback loop.

Also where relevant and appropriate, these staff members can be asked to share good practice to all staff members as part of our ongoing CPD programme and CPD showcases.

## **Reference List:**

1. Tom Bennett. (2020). *Running The Room*. Woodbridge: John Catt.
2. Sam Strickland. (2022). *The Behaviour Manual*. Woodbridge: John Catt.
3. Doug Lemov. (2015). *Teach Like A Champion 2.0*. San Francisco: Jossey-Bass.
4. John Eaton. (2022). *Moving from 'differentiation' to 'adaptive teaching'*. [Online]. Education, Endowment Fund. Available at:  
<https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching>