



CHANNING SCHOOL

Teaching and Learning Policy

This policy applies to the whole School including to the EYFS

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Signed by: Board of Governors (Education Committee)

TEACHING AND LEARNING POLICY

This policy should be read in conjunction with the School's SEN and Equal Opportunities Policy, Curriculum Policy and Safeguarding and Child Protection Policy and Procedures

Appendix I - Assessment Policy

Appendix II - Homework Policy

Appendix III - Annual Assessment Pattern

At Channing, to promote consistently excellent, ambitious and inspirational teaching across the school, we have developed our Principles of Great Teaching at Channing and a Lesson Evaluation Toolkit. This framework is agreed upon by a shared understanding and language of what high-quality teaching means to us and how it is applied in our classrooms.

Our Lesson Evaluation Toolkit is a distillation of the best research and what our teaching staff know about the best way of teaching and learning at Channing. Its key purpose is to direct the attention of all teachers and leaders to the features of a good Channing lesson which, typically, combines high-quality teaching and learning.

The toolkit does not intend to dictate to teachers how they must teach. It is rather an invitation to think about particular aspects of teaching practice as teachers plan their lessons, self-evaluate following a lesson or as they are discussing lessons with fellow members of staff. Crucially it gives us a shared language with which to discuss and evaluate our teaching and student learning. Our aim is to use this Toolkit to promote excellent, inspirational teaching consistently across the school.

Our Lesson Evaluation Toolkit is therefore an agreed, shared understanding of what high-quality teaching really is and what it looks like in our classrooms. These shared principles have been established from evidence based best practice research, cognitive science and what our staff know about the best teaching and learning at Channing.

In addition, our Lesson Evaluation Toolkit helps make our mental checklists visible. It also helps to ensure that all teachers across the school are thinking about the same pedagogy using the same shared language. Educational research tells us that there are particular pedagogies that all teachers should have regard to, regardless of the subject they are teaching. Our Lesson Evaluation Toolkit helps to support teachers to reflect on the same important things.

We have included a section labelled 'Teacher communicates the 'Bigger Picture' under 'Learning Intentions' in our Lesson Evaluation Toolkit. As a high-quality teaching school, we have identified this aspect of teaching to be a typical feature of high-quality teaching. It would be up to the teacher to decide whether they communicate the 'bigger picture' in their lesson. However, if a teacher were never to communicate the 'bigger picture' in none of their lessons, then that could be an issue given that the School has identified this aspect as a typical feature of a lesson. It is important to note that we do not believe that communicating the "Big Picture" must be an integral feature in all lessons but rather being strongly taken into consideration when planning lessons.

The aim of this Toolkit is to support teachers at Channing to become the most effective practitioners they can be. Whilst we recognise that great teaching & learning cannot be achieved by following a box-ticking exercise we know that learners at Channing make the most progress when teachers use the Principles of Great Teaching to plan and deliver their lessons. The core principles are:

1. High Expectations of Behaviour for Learning
2. Supportive Environment
3. Learning Intentions
4. Quality of instruction / presenting new content / explaining
5. Curriculum and Subject Knowledge
6. Structuring Learning
7. Embedding and Making Learning Stick
8. Learner Context & Adaptive Teaching
9. Checking for Understanding / Questioning
10. Effective Feedback
11. Assessment of progress today aides planning for tomorrow

Each of the above principles will have a list of statements to elaborate and to concretely explain their meaning, both from a learning and teaching perspective.

Our Interactive Toolkit is being developed to support teachers and includes Suggested Readings, Trusted Techniques and Who to Watch for each of the Principles.

We use the Toolkit in a variety of ways:

- Individual lesson planning;
- Collaborative planning;
- Self-Evaluation;
- Collaborative evaluation;
- Being a Mentor as part of a Professional Development conversation.

APPENDIX I - ASSESSMENT POLICY

This policy should be read in conjunction with the relevant Departmental Feedback Guidance or Junior School Feedback Codes as below

Introduction: Effective assessment provides information to improve teaching and learning. We give our pupils/students regular feedback so they can answer the questions: ‘Where am I going?’, ‘How am I going?’ ‘Where to next?’

Principles:

- staff should seek to use a range of assessment techniques to support their pedagogy
- assessment should be manageable, meaningful and motivating¹

Specific aims of assessment:

- To ensure that all pupils/students have their strengths recognised and can answer the questions: ‘Where am I going?’, ‘How am I going?’ ‘Where to next?’
- To involve regular record keeping and periodical reporting to parents – to support pupil/student learning.
- To involve pupils/students wherever appropriate in the evaluation of their own work.
- To aim to promote equality of opportunity.
- To encourage pupils/students to achieve and to enjoy success.
- To allow teachers to plan work that accurately reflects the needs of each pupil/ student.
- To follow National guidelines for assessment and recording where desirable and appropriate.

Some thoughts on feedback: Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils/students in class, reading their work – all help teachers understand what pupils can do and understand.

Some thoughts on marking:

- Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil/student: a way of acknowledging work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving progress. This can often be achieved without extensive written dialogue or comments.

¹ Eliminating unnecessary workload around marking Report of the Independent Teacher Workload Review Group March 2016

- Providing written feedback on pupils'/students' work has become disproportionately valued by schools and has become unnecessarily burdensome for teachers. This is not to say that all marking should be eliminated, but that it must be proportionate.
- The *quantity* of feedback should not be confused with the *quality*. The quality of the feedback, however given, will be seen in how a pupil/ student is able to tackle subsequent work.
- Written feedback should serve a single purpose – to advance pupil/ student progress and outcomes.
- There is no 'one-size-fits-all' approach to assessment.


Consistency is still important, but this comes from consistent high standards, rather than unvarying practice. Shared expectations of written feedback will help everybody to be clear about what is required of them, but each subject is able to determine their feedback arrangements, responding to the different workload demands, and drawing on teacher professionalism to create meaningful and manageable approaches.

Staff are encouraged to consider a range of feedback techniques which are proportionate:











- Not all feedback has to be written
- Consider live class feedback
- Make sure the type of feedback, language and style are suitable for pupils
- Use “sampling for planning”. Focus on a sample of pupils' work after a lesson and use the understanding gained about progress to inform the planning of the subsequent lesson(s)
- Use low stakes and self-marking tools
- Use feedback codes where appropriate
- Prioritise key pieces of work. Use schemes of work to identify which pieces of work should be prioritised for more detailed feedback

Feedback Codes in the JS


EY and KS1 Written Feedback Codes












EY and KS1 Written Feedback Code

IOF	Individual oral feedback	
COF	Class oral feedback	
✓	Correct	
✓✓✓	Excellent	
Sp	Spelling mistake	
Ext	Extension	
P	Missing or incorrect punctuation	
—	Respond here	
ABC	Capital letters	
	Finger Spaces	
TA	Teaching Assistant support	
TS	Teacher support	
★	Well done for including...	
	Next step.....	
—	Self-corrected	
HP	House point	

KS2 Feedback Codes



KS2 Written Feedback Code

IOF	Individual oral feedback	
✓	Correct	More info (Option + →) 
✓✓	Excellent	
Sp	Spelling mistake	
Ext	Extension	
P	Missing or incorrect punctuation	
CL	Missing capital letter	
T	Incorrect tense	
WW	Wrong word	
^	Missing word/insert word	
/	Leave a space between each word	
//	Paragraph needed	
~~~~~	Please check/poorly expressed	
HP	House point	
Purple Pen	Self assessed/self correction/pupil voice	
TA	Teaching Assistant supported	
TS	Teacher supported	
★	Well done for including....	
↗	Next step.....	

### General Points

#### I. Assessment is:

- a) Formative. This is typified by day-to-day interaction between teacher and pupil/ student. It may take the form of talk, discussion or verbal comment, or feedback on a piece of work, or marks for a test.



b) Summative. This seeks to make a summary of pupils'/students' achievements at a given time, providing overall evidence of what they know, understand and can do.

2. Providing they adhere to Public Examination requirements and work within the confines of general school policies, individual Senior School Departments may determine those assessment procedures that best suit them - this is outlined in Subject Specific Feedback Policies. Schemes of work should identify opportunities for assessment within each unit of work.

### *Current Procedure*

#### **1. Reporting to Parents (see also Grades and Reports)**

We have a range of strategies that keep parents informed of their daughter's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their daughter's work.

#### **Oral**

Parents' Evenings are held (in person or online) once a year in the Senior School and twice a year in the Junior School. Senior School teachers complete a Google document created by the Head of Year for SEND students and or students they are concerned about, which is subsequently shared with Senior Staff and Form Tutors and discussed at Year group meetings. Junior School teachers collate any concerns on CPOMS to be discussed at the following JSST and Pupil Progress meetings. Additionally, parents and staff are encouraged to contact each other should the necessity arise.

#### **Written**

In the Junior School, the Autumn Term Report shares grades and targets for academic attainment as well as attitude to learning and engagement in lessons. The Summer Term Report also includes a written Form Teacher/CoForm Teacher comment and a PSHE statement from each pupils' Form Teacher/CoForm Teachers as well as a separate comment from the Head of the Junior School.

The Senior School follows an assessment pattern (Appendix III), with a focus on providing clear next steps for students.

## **2. Marking**

In the Junior School, Form and Specialist Teachers record their teacher judgments at each half term, using the schools tracking and assessment system (Insight). Summative assessments, such as PT Series

and end-of-unit assessment scores are also recorded on the same system, providing staff with an overall picture of their pupil's progress and attainment. Pupils and parents receive the outcomes of their PT series assessments in their written reports, whilst the end-of-unit assessment scores are shared through feedback lessons.

### **Grades for 2025-26**

Senior School grades are:

Exceeding, Meeting Consistently, Meeting Inconsistently and Unsatisfactory

Junior School grades are:

Above Expectations, Meeting Expectations Securely, Meeting Expectations With Support and Working Towards Expectations

There are two categories:

Academic Achievement

Attitude and Engagement

Senior School Departments provide (and share with students) written criteria for what exceeding, meeting consistently etc looks like for specific year groups / key stages.

### **Literacy and numeracy feedback**

If the literacy standards of our pupils/students are going to improve, we must all give appropriate and targeted feedback. For pupils/students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons, but are essential for successful communication everywhere. It should be monitored in both detailed and maintenance written feedback.

We all have a duty to be vigilant about standards of our pupils'/students' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc. should be monitored accurately across the curriculum.

### **Corrections**

Some Senior School Departments might have a policy whereby pupils are expected to do corrections. This will be outlined in the Departmental Feedback Policy.

## **3. Predictions**

- a) For GCSE, these are completed by subject staff and remain confidential. They are currently not available to students or their parents.
- b) For A level, these are completed by subject staff and form part of the UCAS references completed by Sixth Form Tutors and the Head. They are made available to students and parents at the end of Year 12.
- c) Students and their parents are told their **Working At Grades** in Year 10 upwards.

#### **4. Self-Assessment and Target Setting**

- a) In the Senior School, all students discuss their reports with their Form Tutor.
- b) Students in Years 7 – 11 decide their own formal targets in consultation with their form tutor after receiving and reading their report.
- c) Year 12, students complete a self-assessment form in the Autumn Term that they then discuss initially with subject staff, and then discuss with their Tutors.

#### **5. School Assessments and Examinations**

##### **Junior School**

- a) Reception children undertake individual computerised baseline assessments at the start and end of year to inform ongoing teacher assessment and feedback.
- b) Year 1 - 6 pupils undertake internal written assessments in English in the Autumn and Summer Terms. Pupils complete their assessments in their English workbooks which are returned with written feedback from Form Teachers to outline next steps to ensure further progress in comprehension and creative writing.
- c) Year 1 - 6 pupils undertake half-termly PowerMaths assessments, as well as termly PowerMaths assessments. After the assessments, pupils receive their completed papers with written teacher feedback to address common misconceptions together with their peers.
- d) Reception - Year 2 pupils complete half-termly ReadWriteInc Phonics assessments to ensure they are grouped accurately to progress rapidly.
- e) Year 1 - 6 pupils complete standardised summative assessments in English and Mathematics (and Science for pupils in Year 4 - 6) in the Autumn and Summer Terms which serve as a year-on-year longitudinal measure of academic progress.
- f) Year 1 - 6 pupils complete end of topic internal assessments in Science throughout the year to measure academic progress.
- g) Year 5 Pupils complete Cognitive Abilities Tests (CAT) assessments in the Spring Term. See below for more information.

## **Senior School**

- h) Students in Year 13 and Year 11 have mock examinations in February
- i) All students in Years 7 - 10 have end-of-year examinations in the Summer Term

There is a strong focus on providing detailed feedback post examinations.

Report grades for term work are as above.

## **6. Tracking**

A number of assessments are carried out in order to track pupils'/students' progress. Some assessments are used internally to monitor achievement and curriculum balance and some are used to track attainment.

In order to keep parents informed of their child's progress we share some information with them.

In the Junior School, Reception children complete the BASE tests at the start and end of the academic year to help assess their baseline level of attainment as they enter and complete their first year at the Junior School. In Reception, Year 1 and part of Year 2, Read Write Inc. phonics assessments are used to track the pupils' progress in reading. Pupils in Year 1 - 6 complete Primary Tests in Mathematics, English (and Science for Years 4 - 6 only) in the Autumn and Summer Terms.

In the Junior School, Year 3 pupils (plus any new joiners in Years 4 - 6) complete the Lucid screener to indicate the probability of dyslexia. Year 5 pupils complete the Cognitive Abilities Tests (CAT) tests to assess each pupils' ability to reason and manipulate different types of symbols. These symbols are represented through words, quantities and special, geometric or figural patterns. The children are given four tests: Verbal Reasoning, Non-verbal Reasoning, Quantitative and Spatial Ability. Standardised Assessment Scores (SAS) are shared in the Summer Term Report to parents and support continued tracking on entry to the Senior School.

In the Senior School, Year 7 students complete the MIDYIS test and the Lucid test to help assess their baseline level of attainment as they enter the Senior School. In Year 9 pupils sit Lucid to help determine if there is a need for Access Arrangements for public examinations.

In Year 10 students sit the YELLIS test to track progress against I/GCSE performance. In Year 12, students complete the ALIS test to assess their baseline levels and possible expected grades for A Level based on their I/GCSE scores are shared with students and their parents.

Following all of these assessments, analysis is carried out by the Data Manager to highlight key trends

and individuals who may require additional support or strategies to be employed by their Head of Year, Heads of Department and classroom teachers. Reports are shared with:

- **The Headmistress and Deputy Head (Academic)** - detailing an overview of the cohort and providing comparison with previous cohorts where appropriate
- **The relevant Head of Year** - detailing individual students and groups of students who may require cross-subject support or adjustments
- **All Heads of Department** - detailing individual students and groups of students who may require subject-specific support or adjustments

The last of these reports is shared with all teaching staff as well as other relevant staff (such as the SENCO, EAL Co-ordinator, and Extended Learner Co-ordinator) so that their contents can be discussed, analysed and acted upon at a departmental and classroom level.

Students highlighted in these reports are tracked using a combination of baseline and internal data, and attainment and progress is assessed by teachers using these reports and their findings as one piece of evidence in order to build a full picture of each student's capabilities and potential.

## **APPENDIX II - HOMEWORK POLICY**

### **Introduction**

This policy reflects the values and aims of the school and recognises the vital role which organised homework can play in raising standards of achievement by pupils/students of all ages. Homework refers to any work or activities that pupils are asked to do outside lesson time, on their own, and/or with parents/carers.

### **Aims**

- To support and extend the work undertaken in lessons.
- To provide opportunities for pupils/students to develop their own investigative techniques.
- To develop the ability to work independently.
- To enable pupils/students to learn how to organise a study programme.
- To extend and support learning through reinforcement and revision.
- To encourage good work habits for the future.

### **Junior School**

We provide a range of homework linked to the pupil's age and stage of development. Our homework provision prioritises English and Mathematics, utilising school-trusted online platforms such as SpellingShed, TTRS and Mathematics, alongside paper-based resources for tech-free home nights. From Year 3 onwards, pupils are also assigned weekly project-based homework that focuses on a single foundation subject per half term: History, Geography, Computing, Science, PSHE and RE/Philosophy.

In addition to the set tasks in KS2, children are expected to read daily as we believe that children who regularly read to and with parents/carers will benefit by gaining in confidence and fluency. English can also be the vehicle for progress in other subjects because it encourages:

- Finding out information
- Reading in preparation for other lessons
- Preparing oral presentations
- Writing fluently in a variety of styles
- Creativity

The Form Teacher/Subject Teacher is responsible for setting and providing feedback on homework according to the homework timetable. Homework is assessed regularly and records are kept of

standards achieved. Comments on pupils' work are diagnostic, supportive and encouraging.

	Year 3	Year 4	Year 5	Year 6
<b>Monday</b>	English (paper based) & EdShed Spellings shared	English (paper based & online platforms)	English (paper based)	Mathematics (paper based)
<b>Tuesday</b>		Mathematics (paper based)	Mathematics (online platforms)	English (online platforms)
<b>Wednesday</b>	Mathematics (paper based)	English (paper based)	English (online platforms)	Mathematics (online platforms)
<b>Thursday</b>		Mathematics (online platforms)	Mathematics (paper based)	English (paper based)
<b>Friday</b>	Project based homework	Project based homework	Project based homework	Project based homework

A reading record is given to each pupil in Key Stage 1 and in Year 3. Reading records should be signed weekly by the parents/carers and checked regularly by the Form Teacher. Pupils in the Early Years Foundation Stage also have a reading record. Parents and teachers sign it when they have read with the pupil. It also ensures a regular dialogue between teachers and parents/carers.

Pupils are encouraged to complete tasks and to the best of their ability. If children have not completed their homework, they are encouraged to share this with their teacher and, for younger pupils, their parents are encouraged to also do so via email.

### Time Allocation for Homework in the Junior School

Reception	Daily reading and High Frequency Word Reading Optional 10 minutes Mathematics and English weekly
Year 1	Daily reading 20 minutes of Mathematics and English per week
Year 2	Daily reading Daily Read Write Inc spelling and Times Tables practice 30 minutes of Mathematics and English per week
Year 3	Daily reading 30 minutes of Mathematics and English per week One weekly project-based task (with a different subject focus each half term)

Year 4	<p>Daily reading</p> <p>A daily 30 minute task (two English and two Mathematics tasks per week)</p> <p>One weekly project-based task (with a different subject focus each half term)</p>
Year 5 and 6	<p>Daily reading</p> <p>A daily 40 minute task (two English and two Mathematics tasks per week)</p> <p>One weekly project-based task (with a different subject focus each half term)</p>

*Holiday tasks may be offered in some year groups, but these will be optional. The activities may include entering suggested national competitions, cross-curricular artwork or similar open-ended and enjoyable tasks.*

## **Senior School**

The class teacher/subject teacher will be responsible for setting and marking and giving feedback on homework according to the published homework timetable. Pupils in Year 7-11 are given homework timetables with a specific time allocation for each subject. These are compiled by Heads of Year in conjunction with form and Heads of Department. Homework timetables are shared with parents via Heads of Year Welcome Letter and posted on Google Classrooms. Students in the Sixth Form are responsible for the organisation of their private study time.

All Homework is set on Google Classroom as an assignment with a due date. This then appears in the student 'To Do' list.

Homework should be meaningful, motivating and manageable and teachers are encouraged to ask themselves these questions when setting homework

- What homework are you setting?
- Does it support the lesson aims or is it just finishing off classwork?
- Is it realistic, especially in the context of student age and the other work they might have?
- There are clear guidelines about how long each year group should spend on homework. They should be encouraged to stop after this time, and not be punished if they have not completed it due to lack of time (this is obviously different from incomplete / poor homework due lack of effort and your judgement is required here)



- Does the homework contain stretch and challenge questions for those who finish within the time?
- How will you give feedback on the homework ~ is this manageable for you?
- When in the lesson are you setting it? Remember homework is often best not set at the end of the lesson.
- When is it due (how long have students got to do it?)
- How are you setting the homework?
- Is there clarity in your explanation?
- Are you using GC such that it supports rather than hinders student organisation?
- Why are you setting it?
- Are you and the students clear about the purpose of the HW?
- When revision homework is set, students should be given advice about what to do

Homework is regularly set for all subjects except PSHE and Physical Education in Key Stage 3. No homework is set for Year 7 pupils during their first week in school.

Homework is assessed regularly and records are kept of standards achieved. Comments on pupils' work are diagnostic, supportive and encouraging (each department has their own feedback policy).

### APPENDIX III - Senior School [Assessment Dates 2025-2026](#)

KS3	KS4	KS5
<ul style="list-style-type: none"> <li>MidYIS not shared with KS3</li> <li>Two grades (Academic Achievement and Attitude + Engagement) marked as: <ul style="list-style-type: none"> <li>Unsatisfactory</li> <li>Meeting Inconsistently</li> <li>Meeting Consistently</li> <li>Exceeding</li> </ul> </li> <li>Two teacher next steps (200 characters max)</li> <li>*Form tutor summary comment once per year (300 characters max)</li> </ul>	<ul style="list-style-type: none"> <li>Yellis and WAG (from AUT2 for Y10)</li> <li>Two grades (Academic Achievement and Attitude + Engagement) marked as: <ul style="list-style-type: none"> <li>Unsatisfactory</li> <li>Meeting Inconsistently</li> <li>Meeting Consistently</li> <li>Exceeding</li> </ul> </li> <li>Two teacher next steps (200 characters max)</li> <li>*Form tutor summary comment once per year (300 characters max, Y10 only)</li> </ul>	<ul style="list-style-type: none"> <li>ALIS and WAG (from AUT 2 for Y12)</li> <li>Two grades (Academic Achievement and Attitude + Engagement) marked as: <ul style="list-style-type: none"> <li>Unsatisfactory</li> <li>Meeting Inconsistently</li> <li>Meeting Consistently</li> <li>Exceeding</li> </ul> </li> <li>Two teacher next steps (200 characters max)</li> <li>*Form tutor summary comment once per year (300 max, Y12 only)</li> </ul>



#### Year 7 Spring 1 Report 2025

Computing				Ms V Sequeira
Attendance 94.4%				
Academic Achievement				
Unsatisfactory	Meeting Inconsistently	Meeting Consistently	Exceeding	
Attitude and Engagement				
Unsatisfactory	Meeting Inconsistently	Meeting Consistently	Exceeding	
<b>Pupil Next Steps</b> Revise creating webpages using HTML. Be careful of opening and closing tags.				

Drama				Ms J Hill
Attendance 92.9%				
Academic Achievement				
Unsatisfactory	Meeting Inconsistently	Meeting Consistently	Exceeding	
Attitude and Engagement				
Unsatisfactory	Meeting Inconsistently	Meeting Consistently	Exceeding	
<b>Pupil Next Steps</b> Explore an even wider range of skills in your characterisation e.g. differing gaits and tones.				