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International, Inspiring, Incredible

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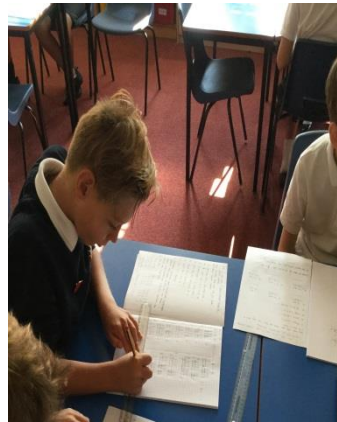
SHAPE International School

British Section

Planning, Teaching & Assessment Policy

Aims

We recognise that the quality of teaching impacts greatly on the quality and enjoyment of learning. This is most consistently demonstrated when the cycle of plan, teach, assess is robustly in place. This policy outlines how we approach planning, teaching and assessment to ensure strong learning outcomes for children.

In addition, we believe that nurturing pupils as happy, confident and compassionate individuals, with resilience, curiosity and aspiration, helps them to achieve success and flourish. This policy also sets out how our metacognition and character education approach is adopted as part of our teaching to enable leaners to thrive.

Planning

Planning should:

- be **informed by assessment**.
- show the Learning Intention (a clear learning 'goal' or 'end point' for what you would like the children to achieve. Where possible, this should be or link to a Learning Ladders 'I can' statement.)
- ***Any guidance needed*** to help deliver the teaching to get children to the **end point/goal.**

Teaching

- Teaching sessions should have an explicit Learning Intention ('goal'/'end point'), which is conveyed to the children. (Where possible, this should be (or link to) a Learning Ladders 'I can' statement.)
- Assessment should feature within the teaching session.
- Practice should be tailored/adapted following assessment.
- A mechanism for self-assessment should be present, using the following 'tick' symbols against the 'I can' Learning Objective:

✓ - Beginning
✓✓ - Getting there!
✓✓✓ - Got it!

Extension for those showing successful achievement should be through depth, rather than breadth or acceleration. (For example, through problem solving, through reasoning to break down or explain achievement, through application in different tones, themes or contexts.)

Assessment

Assessment should:

- use **Learning Ladders** (either **during the session** or **afterwards**) to help identify achievement against an 'I can' statement. This should then be used to **inform next steps** in planning. This could either be delivered **immediately,** through the **next session** or through **conferencing** with a group of children (perhaps identified through 'Gap Analysis' on Learning Ladders).
- use **verbal feedback**. Where possible, this should be given to discuss children's success in their learning task.
- use **recorded feedback** (marking). This is used to clearly acknowledge assessment and provide appropriate guidance, by:
  - The teacher ticking against the 'I can' statement (learning objective) using the following:

✓ - Emerging understanding – *needs support.*

✓✓ - Can demonstrate – *needs **some** support*, but gaining independence.

✓✓✓ - *Can demonstrate independently*

⭐ – ***Transferring** learning to a **different context** or **explaining** the objective accurately and with independence, **beyond its use in the learning demonstrated.***

*Any additional comments can be added **at the discretion of the teacher** – when used, these should be **helpful** and **clear to the child.***

A tool to support this could be:

- ○ ***Highlighting** examples of success in **pink**.*
- ○ ***Highlighting** elements to be corrected in **green**.*

The process should follow this model:
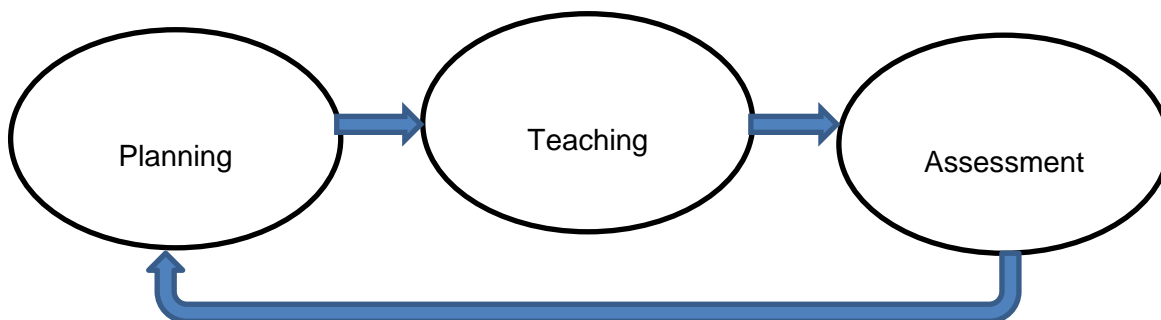
Meta-Cognition and Character Education Approach

At the British Section, SHAPE International School, we have developed a dual approach to Learning Behaviours, incorporating 'Learning Powers' and 'Character Virtues.' This underpins our approach in developing pupils, as both academic achievers and as citizens of the world, nurturing happy, successful people.

Learning Powers

'Learning Powers' is an ethos centred on supporting and celebrating a chosen series of attributes as adopted steps for successful learning. As teaching practitioners, we actively focus on emphasising this process with pupils during the learning experience. Examples of how this can be done within our teaching include:

- Incorporating Learning Powers into 'steps to success'/'success criteria', built with the children.
- Reviewing the use of Learning Powers as a self-assessment exercise, for example, as part of a plenary.
- Celebrated during/after the session, by the teacher – rewarded through house points/merit awards. This could be referenced in marking.

Character Education

To complement the aim of developing academically successful learners, through our Character Education approach, we seek to nurture our learners as citizens with resilience, confidence, respect and bravery. This is encouraged and celebrated within learning sessions, through our 'Shield of Incredible Character' and our specifically chosen Character Virtues. Examples of how this can be done within our teaching include:

- Through our taught PSHE sessions, following a scheme of learning centred on Character Education.
- Where appropriate, incorporating Character Virtues into 'steps to success' / 'success criteria', built with the children.
- The use of our Character Virtues reviewed as self-assessment, for example, as part of a plenary.
- Celebrated during/after the session, by the teacher – rewarded through house points/merit awards.
- Peer assessment – children submitting nominations for Character 'Champions'.

<u>Learning Ladders</u>

As an aid to support formative assessment, we use Learning Ladders to identify precisely where children are achieving within the curriculum and the extent to which they are successful. This helps to inform appropriate next steps for learning as well as the pitch required in our approach.

Learning Ladders presents all curriculum objectives from Years 1 – 6 in an electronic 'markbook.' Any child can be assessed against any of these objectives. This means that the pitch of learning can be targeted precisely to children's needs. Through this, Learning Ladders should be used as a planning aid. During or after the planned learning session, teaching staff assess success by entering a grade for each child against the particular objective taught:

Grade	Child Speak	Definition
✓	*Beginning…*	Emerging understanding – *needs support.*
✓✓	*Getting there!*	Can demonstrate – *needs **some** support.*
✓✓✓	*Got it!*	*Can demonstrate independently*
D	*Using it!*	***Transferring** learning to a **different context** or **explaining** the objective accurately and with independence, **beyond its use in the learning demonstrated.***

Following this, teachers should then use this information as formative assessment to plan subsequent teaching (e.g. to support a child to get from 'Beginning...' to 'Getting there') on a specific objective. This could either be addressed in the next session, or through supported, targeted group work.

Through this assessment, Learning Ladders calculates a total points score to establish overall attainment and progress data.

Monitoring and Evaluation

The implementation of the Planning, Teaching and Assessment Policy is monitored in each class, by the school's senior leadership team through:

- Planning
- Lesson observations
- Learning walks
- Scrutiny of learning books
- Pupil interviews
- Pupil progress data review meetings

This monitoring is undertaken every term, with clear targets and review schedules where necessary, to appraise adherence to this policy.

Review Date: September 2021