Tring School Teaching, Learning, Assessment and Home Learning Framework

'I have taught you the way of wisdom; I have led you in the paths of uprightness. When you walk, your step will not be hampered; and if you run, you will not stumble.'
Proverbs 4.11-12

1. Principles of the framework

At Tring School we place learners at the heart of what we do; to provide the best learning and teaching practice available, so that all our students are equipped with the high level of knowledge and skills they need in the 21st Century. We have the highest aspirations for students and teachers and we strive for continuous improvement in teaching and learning. Above all, we strive to be a fully inclusive learning community, where every child is known and can reach their true potential.

2. Aims of the framework

To provide a framework for Tring staff to:
- Support them in planning effective lessons for all learners.
- Ensure assessment and feedback are meaningful, manageable and motivating.
- Ensure that Home Learning is relevant, purposeful and supports our students in developing as independent learners who flourish in their gifts.

3. Effective Teaching and Learning

Tring School expects teachers to ensure that the following take place:

WISDOM

- We understand the importance of subject knowledge and fully understand how to challenge our students to achieve the highest grades.
- We aim to ensure that all students are challenged and stretched in every lesson.
- When questioning we use strategies that ensure all students are engaged and all have the opportunity to respond and COMMUNICATE their questions and ideas.
- We set Home Learning tasks that are relevant, purposeful and challenging for all.
- We set Super Curriculum tasks to encourage INDEPENDENCE and CURIOSITY, which allow students to flourish in their gifts.
- We bring our CPD learning into our classrooms and are committed to being reflective practioners.
- We use Google, Chromebooks and other technology to make teaching and learning more efficient for ourselves and our students.

HOPE

- We have high aspirations for all learners and these are evident in our teaching.
- We differentiate effectively and where appropriate we create different starting points so that all are challenged and all can be successful.
- We recognise that students maybe either particularly able or ambitious in relation to their learning and we will ensure that these students are recognised and provided with enrichment opportunities within their learning experiences.
- We follow the assessment policy and give feedback that is meaningful and motivating, which encourages DETERMINATION in our students.
- Tring Things are followed by teachers and students (see appendix 1 and appendix 2).

COMMUNITY

- We maintain positive relationships with students There is a culture of engagement, enjoyment and mutual respect in our classrooms.
- Students take pride in the presentation of their work.
- We welcome feedback from our peers in relation to our teaching practice.
- We use our "Steps Procedure" to manage any low level disruption which may occur (see appendix 3).
- We treat colleagues, staff and students with dignity.

4: Effective Assessment

Tring School expects teachers to ensure that the following takes place:

WISDOM

- There are 2 opportunities each half term in each subject area for SIR (Strength, Improvement, Response) feedback (see appendix 4).
- When marking written work we include the literacy and presentation codes for some errors.
- "Improvement" comments are specific, accurate and clear.
- All feedback is SIR.
- Assessments entered on Go 4 Schools are SIR marked.

HOPE

- We use our SIR policy for all forms of feedback. This feedback is communicated in a way that the students can easily access and revise so that they have a clear understanding of how they are doing and what they need to do to improve.
- We use resources such as Google and Chromebooks when appropriate to make assessment more efficient for ourselves and our students.
- Our students show DETERMINATION and complete the "response" to improve their work or develop in their learning.

- We encourage our students to INDEPENDENTLY assess their own work against robust success criteria so that they fully understand their grades and how to improve.
- Our assessment strategies promote CURIOSITY in our students, enabling them to take their learning further.

COMMUNITY

- We COMMUNICATE effective strategies for meaningful, manageable and motivating feedback with our colleagues. (see appendix 4 for subject specific examples.)
- We moderate effectively for all key stages.

5: Effective Home Learning

Tring School expects teachers to ensure that the following takes place:

WISDOM

- We set Home Learning tasks that are meaningful and relevant, that enable students to increase knowledge/ practise skills/ embed learning and develop their INDEPENDENT learning skills. Tasks can extend and develop classroom learning or prepare students for subsequent learning.
- We ensure that a Super Curriculum is available to all students that engages, motivates, raises the aspirations and inspires CURIOSITY in all students. These tasks develop DETERMINATION in our students, as they encourage them to take their learning further.
- We set Home Learning tasks that are achievable, with Stretch and Challenge options available.
- We use technology including Google Classroom to support students with materials that they need.

HOPE

- We reward and celebrate the completion of Super Curriculum tasks.
- We ensure that Home Learning tasks are used and/or reflected upon in class.
- We follow up lack of engagement in accordance with our school policy.

COMMUNITY

- We follow the guidelines (see appendix 5) to ensure we do not exceed quantity of Home Learning tasks that should be set.
- We ensure that there is consistency across subject areas.
- We ensure that tasks set are logged on Go 4 Schools.
- We use Go 4 Schools to COMMUNICATE Home Learning concerns with parents.