

Teaching and Learning Policy

At City Academy Norwich we maintain that learning should be a rewarding and enjoyable experience for everyone. We believe that appropriate learning and teaching experiences help students to lead happy and fulfilled lives. City Academy aims to foster each student's unique gifts and talents while meeting their needs and raising their aspirations. This will be achieved by creating a stimulating learning environment where high expectations and standards are the norm, where lessons are both rigorous and challenging.

Aims of the Policy

- To ensure high quality teaching and learning experiences for students of all abilities and aptitudes
- To provide a framework for teaching and learning within which there is flexibility and scope for creativity
- To provide a coherence of approach and consistency of expectation
- To raise attainment by increasing levels of student motivation, aspiration and involvement
 - To promote reflection on, and sharing of good practice through a variety of methods (including technology)
- To provide practical guidance and clear procedures
- To inform teacher, students, parents and governors about the aims and processes of teaching and learning

Classroom Practice

All staff will implement and develop the Key Aspects of teaching and assessment that can influence pupil's learning, achievement, attitudes and behaviour. Each aspect is linked to one of the 'Teacher Standards' and should form part of classroom practice. These key aspects are listed below:

- **Learning Environment**
- **Planning**
- **Subject Knowledge**
- **Engagement**
- **Assessment for Learning**
- **Differentiation**
- **Reading ,writing , mathematics and ICT**
- **Questioning**
- **Behaviours for Learning**

Marking and Feedback

In City Academy Norwich students will gain maximum benefit from their education through an entitlement to regular feedback. This will enable them to understand their progress and achievement and apprise them of what they need to do next to improve. The methods of marking work will be applied consistently throughout the school. Guidance is given to staff with regard to frequency of marking and a rota is displayed in each classroom for staff to complete and share with their students. This puts great value upon 'Peer and Self-assessment' as a part of the process.

Objectives

1. To monitor, evaluate and review students' current stages of progress, and identify their next steps for progress and improvement.
2. To give students accurate feedback on their progress and achievement.
3. To promote a positive self-image and encourage our students to value and take pride in their work.
4. To celebrate and reward students' achievement and progress.
5. To agree and set challenging targets for improvement.
6. To standardise the marking procedures throughout the school.
7. To enable students to self-evaluate their work and take responsibility for setting their own targets.
8. To provide evidence for assessment, recording and reporting.

Principles of marking and feedback

1. Marking will be against the learning intention and individual targets
2. Any learning points / misconceptions will be addressed.
3. Students will have the opportunity to reflect on their feedback and question comments.
4. There will, whenever possible, be an opportunity for the student to participate in the process so that there is a shared perspective on feedback, marking and target setting.
5. Pens will be used as follows:

Stationery used	Task undertaken
Black pen	Students work
Green pen	Teacher feedback
Purple pen	Response to teacher feedback / peer assessment / selfassessment

Progress

City Academy Norwich sets an aspirational target of four levels of progress for students and tracks progress towards this from year 7 through to year 11 using 'TEN Level' based upon GCSE criteria.

Progress reporting takes place after each term from years 7 to Year 11. In years 10 and 11 there are also interim reports to measure the extent to which students are sustaining their progress. Reports are shared with parents at the end of each term through a Progress Review Day. During this day parents meet with tutors for a 20min interview to share details of progress.

Academic Intervention

Following each half term progress review Senior Leaders consider the progress of each student and identify which students require intervention to ensure progress is sustained. These students are then provided with appropriate interventions which could include:

- Additional work
- After school tuition
- Access to 'e-learning' activities
- Tutor time programmes
- Other appropriate tasks and

Leaders of Department, Year and tutors will be involved with the tracking and monitoring of the intervention.

Effectiveness of Teaching and Learning

To ensure our students are provided with the best possible opportunities to learn, achieve and thrive at City Academy the quality of teaching and effectiveness over time is assessed using a Profile.

The profile covers the areas of

- Classroom Practice
- Marking and Feedback
- Progress of students
- Continuing professional development
- Contribution to Academy development [Home](#)

Learning

Home work is assigned via Doodle and students are expected to log into the system and complete set work. The setting of assignments is monitored by Leaders of department and the completion of tasks is monitored by form tutors and class teachers. This information is shared with parents during Progress Review days.

Setting Policy

Students are set according to their ability on entry to the Academy. Students may then progress to higher sets in accordance to the progress they make. However students do not move into lower

groups than their entry data indicates. Instead, there is a process of academic intervention to ensure they remain on track and in the correct set for their ability.

Assessment Process

The Assessment process outlined below is designed to ensure consistency, rigour and robustness in marking and predicting outcomes for students.

Assessment Process
Teacher assesses student
Department moderate a sample of assessments
Teacher inputs grade in Progress Review
Progress grade report reviewed an intervention actioned
Evidence for a sample of students; requested, assessed and rated
Moderation meetings across the TEN Group
Mock examinations – sample marked across the TEN Academies

Professional Development

City Academy Norwich actively promotes the professional development of all staff. This is done through:

- Briefing each morning which includes sharing good practice, strategies and ideas of aspects of teaching and learning
- Tuesday training programme open to all staff and essential to NQTs and Student teachers
- All staff undertake an action research project across the year in order to pursue an area of specific interest and relevance. The outcomes are shared with all staff during a training day.
- In addition there are many opportunities for staff to become involved with mentoring, coaching and training both with staff at the academy and across the TEN Group.