



**TEACHING, LEARNING
AND ASSESSMENT
POLICY
(INC. LITERACY, NUMERACY & HOMEWORK)**

INSIGHT MAT POLICIES AND PROCEDURES

CHANGE CONTROL

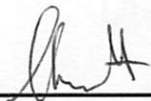
Date	Issue	Details of change
07/04/2017	0.a	Initial Draft
30/06/2017	0.b	Updated following review by Trustees
19/07/2017	1.0	Updated following approval at Board Meeting 18/07/2017
22/11/2019	1.a	Updated following changes to Quality Assurance procedures and the Assessment Quality Matrix
27/11/2019	2.0	Updated following approval at Board Meeting 27/11/2019
21/02/2021	2.a	Updated following inclusion of the Literacy and Numeracy Policy, the Feedback Policy and the Homework Policy into this document.
March 2022	3.0	Approved at Board Meeting on 30.03.2022
Nov 2023	3.a	Issue Updated
December 2023	4.0	Policy approved at Board Meeting on 13.12.2023
Autumn 2024	4.a	Updated following Review
Autumn 2024	5.0	Policy approved at Board Meeting on 04.12.2024
Autumn 2025	5.a	Updated following Review
Autumn 2025	6.0	Policy approved at Board Meeting

Next Review	Autumn 2026
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AUTHORISATION

Approved at Board Meeting on the 2nd December 2025

Signed:



2/12/25

Chair of the Board

Date

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TEACHING, LEARNING AND ASSESSMENT POLICY

INTRODUCTION

Whilst this policy pertains to all employees and, as appropriate, Governors, Trustees, Members, contractors, visitors and volunteers connected with Insight Multi-Academy Trust (IMAT), Local Academy Committees (LACs) of individual academies have been delegated responsibility to specify local arrangements for the operation of this policy within their academy. These are detailed within Appendix 1 of this policy.

IMAT is committed to continually raising standards and providing the best education for our students. We strive to create a culture of self-sustaining improvement, where standards of Teaching, Learning and Assessment are typically of a high standard and teachers become reflective practitioners who are, or on the way to becoming, expert teachers of their subject.

This policy does not exist in isolation and it should be read in conjunction with the Teacher Performance Appraisal Policy, Initial Teacher Training Policy, Staff Development Policy, Achievement and Positive Behaviour Policy, and Curriculum Policy. These policies are mutually supportive and collectively contribute to the IMAT aims of raising attainment and standards of Teaching, Learning and Assessment.

AIMS

The Policy aims are:

- To state IMAT's overview of teaching, learning and assessment in order to promote the understanding of our standards for students, parents and carers
- To ensure that the provision of high-quality homework and impactful feedback are part of the overview of standards of teaching, learning and assessment
- To establish a high aspiration culture for all in keeping with the school's Vision and Values. To create the conditions in which faculties or departments across the Trust can develop an outstanding curriculum, can plan for and deliver outstanding learning which will lead to all students engaging actively in lessons, developing the skills and knowledge necessary to meet their challenging targets and making rapid and sustained progress during their time in school
- To ensure that over time the quality of Teaching, Learning and Assessment across the IMAT expectations, that it celebrates success; challenges underachievement and raises student performance by allowing all individuals to fulfil their potential
- To implement the curriculum in such a way that students:
 - Achieve high standards and make excellent progress

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- Are challenged and stretched to achieve their potential
- Enjoy and be committed to learning, to 19 and beyond
- Achieve qualifications that are of worth for employers and for entry to higher education
- Become outstanding citizens of the future in Stafford and beyond.
- Develop high standards of literacy and numeracy
- To ensure that teachers of IMAT are aware of their collective responsibility to help our students develop a love of learning which will last a lifetime and to develop the skills, understanding and knowledge they need to be independent and confident learners who can make a substantial and positive contribution to their school community and the local, national and global communities in which they will experience life

KEY ELEMENTS

Curriculum Provision

It remains the responsibility of the Head of Faculty and/or the Head of Department in each school to ensure that each teacher in their faculty/department is provided with a strong and secure curriculum to aid their day-to-day lesson planning.

Teaching

Teachers will value all students irrespective of their ability, race, gender, age or achievement.

In the IMAT, we believe that outstanding standards of teaching and learning are built around three core essentials:

- 1) Relentlessly high standards and expectations of all students whilst also making the learning accessible (High Ceiling, Low Threshold)
- 2) Embedding aspects of formative assessment (EFA)
- 3) Actionable feedback that moves learning forward

Each school is responsible for meeting these aims in a way that suits the needs of their learners.

Learning

Students should be guided by the Vision and Values of IMAT in how they approach their learning. Students are expected to:

- Contribute to the process of learning by meeting the standards and expectations set for them by their teachers
- Respond to the regular, precise and effective feedback given to them by their teachers
- Meet all aspects of IMAT's Achievement and Positive Behaviour Policy.

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Literacy and Numeracy

Literacy and Numeracy are at the heart of successful learning in every area of the curriculum for IMAT and as such, all teachers should see themselves as both subject specialists and teachers of Literacy and Numeracy.

Literacy encompasses the skills of reading, writing, speaking and listening. Being literate allows students to develop their cognitive abilities, in addition to learning, exploring and communicating their ideas. Literacy also takes many forms, for example moving away from the basic decoding of ideas to interpretation, critical analysis, evaluation and reflection.

Numeracy encompasses the skills of number use in any forms – addition, subtraction, multiplication and division, as well as number handling such as in data, charts, graphs or tables. It is also vital that our students are proficient in using calculators and other mathematical equipment where relevant across the curriculum. The elements which underpin Literacy and Numeracy are interdependent and integral to all learning. Literacy and Numeracy should therefore be promoted holistically across the IMAT and schools within it.

All learning and teaching uses language to develop students' knowledge, understanding and skills. It is our aim to develop learners in IMAT who are confident and powerful language users, as well as being numerate in a variety of contexts and forms, such that the following aims may be achieved:

- 1) to become effective learners who enjoy learning, make progress and achieve
- 2) to become confident, versatile and powerful language users and communicators in both verbal and written form
- 3) to develop students' reading ability such that they are capable of accessing a range of texts, in many forms, and be able to interpret and analyse a variety of ideas
- 4) to be fully numerate and be able to solve a variety of problems, routine and non-routine
- 5) to be able to apply mathematical concepts necessary in order to fully access all aspects of the curriculum
- 6) to be proficient in reading tables, data, charts, graphs and maps
- 7) to develop their confidence and lead healthy, safe and fulfilling lives
- 8) to be responsible and active citizens, capable of independent thought, critical reflection and evaluation

Curriculum Areas have the following responsibilities for the development of Literacy and Numeracy:

- 1) Have a responsibility for developing departmental strategies to ensure there are a wide range of opportunities for teaching skills in Literacy and Numeracy

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- 2) Have a responsibility for developing departmental strategies for marking written work for Literacy and / or Numeracy which is appropriate and relevant to their subject areas;
- 3) Have a responsibility to suit the needs of all learners in their care
- 4) Have a responsibility to liaise with the Learning Support Team to allow synergy and effective intervention for maths and English skills

Learning Support Teams have the following responsibilities for the development of Literacy and Numeracy:

- 1) Have responsibility for close, targeted and effective intervention with those students who need support with Literacy and Numeracy through a variety of bespoke, robust learning activities which are monitored closely and evaluated regularly
- 2) Have a responsibility to liaise with curriculum areas to ensure that all learners are accessing the curriculum effectively
- 3) Have a responsibility to provide timely feedback to all interested parties as to the development of skills for any learners who require support

Teachers have the following responsibilities for the development of Literacy and Numeracy:

- 1) Should ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly
- 2) Should ensure that they are practising skills of reading, writing and speaking and listening with accuracy, precision and clarity in lessons and in homework
- 3) Should be aware of appropriate expectations of students and difficulties that might be experienced with Numeracy or Literacy skills

The Learning Environment

We aim to provide a safe learning environment in our schools that:

- Enables students to take appropriate responsibility for the organisation, care and use of learning resources.
- Is organised so that students have suitable access to learning resources of good quality.
- Has a clean and vibrant environment that should encourage learning.
- Gives students the opportunity to discuss issues with relevant staff via mentoring sessions.
- Creates a culture where the successes of students are shared and celebrated.

Homework

Homework makes a valuable contribution to the education and development of students. Homework refers to tasks given to students by their teachers to be completed outside of

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usual lessons and research by the Education Endowment Foundation shows that the impact of homework adds five additional months each year to progress with some studies showing up to eight months of additional progress.

One purpose of homework is to improve learning in the following ways:

- To raise attainment and to improve progress
- To be an integral part of learning
- To consolidate or extend work covered in school and improve the students' ability to retain and recall knowledge and understanding
- To develop and embed effective revision habits in each subject
- To support the preparation for and response to in-school assessments
- Give time for more extensive coverage of the curriculum, through integrated planning of class work and homework
- Make more effective use of lessons by focusing on those activities, which require more direct teaching, with other tasks, not dependent on the teacher, being set for homework

Another purpose of homework is to ensure that students take responsibility for their learning in the following ways:

- Provide opportunities for students to work independently and to take responsibility for organising their work
- Help students recognise the link between good study habits and higher standards of achievement
- Improve students' attitude and confidence to learning
- Improve students' organisational and study skills, including revision skills
- Help parents understand what their children are learning in school and to encourage them to participate in that learning

Homework is an intrinsic part of the scheme of learning. The tasks set should be matched to the abilities of the students in the class and students should get high quality feedback on their homework.

Homework should be set according to a homework timetable which determines the day homework in each subject is to be set on and the time it is expected to take the student to complete the task. The tasks set should be matched to the abilities of the students in the class and students should get high quality feedback on their homework.

Assessment and Feedback

Assessment must support teaching and promote student learning whilst also ensuring that students and staff are confident in the learning process and know how to close the gaps

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between current learning and expected learning. This will be done by working towards the exemplary standards of assessment and feedback as defined in the table below.

In all teacher marking it is essential to allow time for students to read the comments/codes and engage in actionable feedback. Feedback will be actionable, specific, forward thinking and helpful in order to move learning forward.

It is expected that colleagues will follow the IMAT policy on marking for Literacy and/or Numeracy. Every teacher in the school is a teacher of literacy. Standards of spelling, grammar and punctuation are essential for successful communication of skills, knowledge and understanding in all subject areas. Students are arriving at school with ever improving standards of literacy. Appropriate and targeted feedback, based on the correction symbols given in Literacy Feedback, must be applied to ensure that students have the opportunity to apply their knowledge of the fundamentals of spelling, grammar and punctuation when responding to literacy feedback.

MONITORING AND EVALUATION

The Staffing and Standards Sub-committee of the INSIGHT MAT Board will formally review this policy annually or more frequently if circumstances or legislation suggest it is appropriate and will inform the LAC of any changes as they are agreed.

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Appendix 1

How this policy operates in Sir Graham Balfour School:

In Sir Graham Balfour school:

In this school standards of teaching will be built around these three core essentials:

1. Relentlessly high standards and expectations of all students. Where:

- Students are clearly expecting to work hard and learn in the lesson
- The teacher expects all students to work hard, regardless of their ability. No excuses are offered or accepted. Where necessary, the teacher will regain momentum promptly
- Students are well disciplined, routines aid quick settling into the lesson, and any indiscipline is promptly and effectively dealt with
- Students rise to challenges set – they feel challenged but supported in their work.
- Overt and sometimes covert verbal/non-verbal communication helps to raise expectations
- Teachers are not afraid to say 'No', 'That's not right', 'That's not a good enough explanation, try again'. Half answers, poor explanations are not tolerated and challenged in an appropriate way

2. Flexible and varied teaching strategies. Where:

- The teacher is fully in control of their teaching and knows the students in front of them
- The teacher knows how to actively promote learning, rather than just concentrating on the teaching
- An appropriate choice of activity to suit the needs of the learners is evident
- There are appropriate levels of challenge evident to suit all learners
- There is flexibility to cope with unexpected questions/issues which promotes learning and understanding
- Timing and pace are appropriate to the needs of the students in order to promote deep learning and understanding
- Learning and understanding are apparent and are the result of excellent teaching

3. Regular, precise and effective feedback. Where:

- There is evidence of the 'big picture' (curriculum planning) and context to the learning
- There is regular feedback taking place using as per the Feedback Policy
- Formative feedback is predominant

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- Written feedback is precise, effective, accessible and appropriate for the student.
- Quality homework and independent study tasks are set to extend learning and/or develop and embed skills
- There is clear evidence of effective and purposeful dialogue between the teacher and students which leads to active follow up where enhanced knowledge and/or improved skills are displayed

Teaching and Learning Strategies used at Sir Graham Balfour School. Based on the EEF Embedding Aspects of Formative Assessment.

- **1.1 Learning Intentions**

- Learning Intentions: Are what you intend the student to learn during this lesson or over a sequence of lessons. This can be phrased as a question. **This will be recorded in student work/books/folders** but does not need to be at the start of the lesson. This is more important for you as a teacher than the student.

- **1.2 Success criteria**

- Success Criteria: It will be challenging, measurable, and sequential, differentiated, and unambiguous. It will be **visible in class, shared with students and referred to at appropriate points during the lesson**. Success criteria is much more important to the student to develop mental models and metacognition skills. Students will have to do, show or demonstrate this **during the lesson** in order to **help you judge the learning against your intention**.

Four Types of Success Criteria:

- **Limitations success criteria.** To be explicit with your class about the minimum of what you want them to know.
- **Quality success criteria.** Descriptions on what good work looks like. A check list. Rubric of different levels.
- **Process success criteria.** Steps students need to go through to be successful.
- **Metacognitive (Applying prior learning) success criteria** (recalling past tasks/concepts etc) within different contexts.

- **1.3 Questioning**

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- **No hands up, except to ask a question with thinking time**, usually 3 seconds will be given. Questioning will be targeted to do the following:
 - **elicit evidence of learning** so the teacher can judge the learning. Have students met the success criteria, do they understand the concept. This is not about searching for a correct answer, its searching whether the class have grasped the learning.
 - focused on **retrieval to help embed knowledge**.
 - **cause thinking** which we know improves learning.
- **1.4 Homework** to be an intrinsic part of the scheme of learning.
 - **Set on Satchel:One according to the homework timetable** (which states the day the work must be set for and also how long it should take to complete). The write up will include success criteria, purpose and where necessary hints/support.
- **1.5 Actionable feedback and marking that moves learning forward.**
 - **Students will write in green pen when completing feedback.**
 - For marking we adhere to the Dylan William Four Quarters Marking; **25% will be marked in detail, 25% will be skim read, 25% will be self-assessed and 25% will be peer assessed with teachers monitoring the quality of peer and self-assessment. Improves pupil progress and increases student engagement.**
 - In all **teacher marking** it is essential to allow time for students to read the comments/codes and engage in **actionable feedback** (Title this as 'feedback'). Feedback will be given in the form of **(R) reteach** if the students struggled or failed to meet the success criteria, **(C) consolidate** for those that have partially met the success criteria or **(E) extend** for those that met all the success criteria. Feedback tasks will make **students think, be forward thinking, and helpful in moving learning forward.**
 - There are two Summative Assessment points in the year. When summative assessments are returned, **graded at KS4/5, % given to KS3**, students will receive actionable feedback and a homework post the assessment to develop an area of weakness identified.
 - **Feedback that is more work for the student** than the teacher.
 - An **environment where students welcome feedback** and see it as a key part of their learning.

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- Marking is **manageable for staff well-being** with staff using class time to complete **live feedback**.
- **1.6 Application of Knowledge – Referred to and called by staff to students as ‘Application Time’**
 - Students will use Success Criteria (see four types above) to apply their knowledge (approx. 15 mins) to an aspect of learning. Students will be working in silence, independently with an appropriate amount of scaffolding. This will give staff an excellent opportunity to circulate the room, complete skim/live marking and elicit evidence of learning. This will promote students taking ‘ownership of their learning’ while taking risks and developing resilience.

2.2

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Literacy Feedback

- Every teacher in the school is a teacher of literacy. Standards of spelling, grammar and punctuation are essential for successful communication of skills, knowledge and understanding in all subject areas. Students are arriving at Sir Graham Balfour School with ever improving standards of literacy. Therefore, appropriate and targeted feedback, based on the correction symbols below, must be applied to ensure that students have the opportunity to apply their knowledge of the fundamentals of spelling, grammar and punctuation when responding to literacy feedback. Work should be marked for literacy using the following symbols:

O = Punctuation error (circled)
__ = Spelling mistake (underlined)
// = New paragraph
= unclear expression

Reports

In Sir Graham Balfour School, we are a data rich school and this information gathered will be shared with parents, carers and stakeholders during the following occasions. In both a short report and a written report staff are asked to Red-Amber-Green (RAG) rate certain columns. For tutors this will be uniform, punctuality and organisation. For subject teachers it will be effort, behaviour, homework and progress.

3. Monitoring and Evaluation

- 3.2 The Standards, Curriculum, Students and Community LAC Sub-committee of Sir Graham Balfour School will monitor the application of the policy on an ongoing basis and formally review it every 2 years or more frequently if circumstances or legislation suggest it is appropriate.
- 3.3 Heads of Departments/Heads of Faculty will monitor the compliance, quality and impact of feedback and marking through regular quality assurance of student books and assessments, through pupil voice and through discussions at Faculty Meetings. Leadership Group will monitor the overall quality and impact of feedback through link meetings, learning walks, Faculty Review Visits etc.

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3.4 Heads of Departments/Heads of Faculty are responsible for clarifying within the scheme of work their faculty's four quarters marking.