

	<h2 style="text-align: center;">Teaching, Learning and Assessment</h2> <h3 style="text-align: center;">Our ethos</h3>
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We are committed to continually developing our teaching and learning practice so that student experience is of the same consistently high standard.

We have developed a common language around our teaching and learning terminology that allows for more consistent and informed conversations between teachers and students.

The bar of **challenge** is high and complements the work students do in academic coaching on high expectations and the **VESPA mindset**. We aim to promote and support healthy struggle and enjoyment in learning new things. Through challenge, students will be able to develop their knowledge and secure it in their long-term memory. We are committed to developing students' academic agility and ability to respond to different assessments with confidence.

In lessons, Students will experience high quality **explanation** that activates and connects new learning to their prior knowledge. It also takes into account that the working memory is limited so new information is introduced in small steps. It will transform complicated and abstract material into something clear and meaningful in order to aid long-term recall of knowledge.

Teachers will regularly **model** processes in lessons, ensuring that students understand what steps have been taken and identifying how each step fits together, in order to produce high quality work. In addition, working 'backwards', or deconstructing work, will take place to dissect and pin down how a piece of work is assembled, especially through the use of good quality exemplars.

We know that that study **practice** is essential to make learning permanent. There will be regular opportunity to practise new material in a careful and deliberate way to increase accuracy, quality of knowledge and eliminate misconceptions. We will make sure time is given in lessons to practise new material in challenging ways and place importance on hard work and effortful mastery. During the practice, students will be helped to understand and value making mistakes. Students will be trained in how to respond effectively to **feedback**. Much of this will take place in class where verbal feedback is given alongside challenging objectives.

Feedback is integral to the growth mind-set of students. We will create an environment where students will know how to act on feedback and actively seek feedback out to support progress and to encourage students be the best that they can be.

We also believe that **questioning** drives excellence in order to deepen and develop understanding. In lessons teachers will use questioning to provoke thought, instigate discussion, challenge misconceptions, and achieve 'better answers'. Questioning

also sustains classroom culture and expectations through demonstrating that everyone's opinions matter and nurturing students as critical thinkers.

POWERFUL ASSESSMENT & FEEDBACK

Our assessment and feedback principles and procedures are an essential part of how we help students to achieve excellence in their studies. We are committed to assessing skills, knowledge and understanding through regular and frequent assessment within class and independent study tasks. Assessment varies from exam style questions, mini quizzes, group work and presentations to more formal Year 12 progression and Year 13 mock exams and BTEC/CACHE written assignments.

Students complete Key Assessments every half term. In addition, BTEC/CACHE students complete assignment-based projects throughout the year, in line with the specifications. This regular assessment supports the transfer of knowledge and skills from short-term memory to long-term memory, helping to pinpoint where interventions from teaching staff are necessary and can have impact, and to develop confidence, resilience and knowledge.

Powerful assessment

Assessment is at the heart of teaching and learning at Solihull Sixth Form College – We set high expectations of what students can achieve and are committed to supporting them to be the best that they can be. Purposeful, regular and deep assessment will support students to build links between previous learning and develop their ability to transfer knowledge and skills to different situations.

Assessment is consistent, reliable and transparent – There are clear and consistent processes for the setting, marking, grading and moderation of Key Assessments or internal BTEC/CACHE assignment work. BTEC and CACHE assignments are assessed in line with the exam board regulations.

Assessment is challenging but appropriate – Students are encouraged to have high expectations of what they can achieve. Challenge in education is the provision of difficult work that causes students to think deeply and engage in healthy struggle.

Assessment outcomes are meaningful and accessible – Substantial pieces of assessment will be graded so that teachers and students have reliable information on progress. A level and CACHE work will be graded A*-U and BTEC will be graded Distinction – Pass. Parents/guardians will be able to access this information through Arbor.

Powerful Feedback:

Feedback is only effective when it has a positive impact on progress – We are committed to giving high quality and constructive feedback to enable students to make progress. Knowledge and skills are assessed regularly and students will be given ongoing formative feedback on their day-to-day work, focusing on how to improve towards excellence.

Timely feedback promotes learning and facilitates improvement – Students will receive verbal feedback in class, whole class feedback on Key Assessments and written feedback as appropriate so students have all of the information they need to be able to act on and make improvements to their work.

Learning behaviour expected of Students

Positive Self-Regulation for Learning – Students are encouraged to be proud of the work they produce and to hold themselves up to the highest standards. Through the Key Assessment Wrapper, students will move through three phases of self-regulation; forethought (precedes the assessment), performance, and self-reflection after the assessment.

Focus on the practice of using feedback – Students will be trained to be self-critical and to monitor their own progress. They are encouraged to be curious learners – motivated to act on feedback given and to evaluate how to do better next time.

Errors should be welcomed – Feedback is most effective when students do not yet have proficiency or mastery and thus it thrives when there is error or incomplete knowledge and understanding. Students should be hungry for feedback and use it to support improvements in their work.

Show grit and determination – Students will be trained to demonstrate resilience and determination even when the work is challenging. The message is always do not give up.