Maidstone & Malling Alternative Provision

INSPIRING ACHIEVEMENT THROUGH INCLUSION AND SUPPORT

Believe, Achieve, Exceed

Teaching, Learning and Assessment Policy

2026 to 2027

Written by: Pauline Blayney

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MC Lead:

MMAP Teaching, Learning and Assessment Policy

At Maidstone and Malling Alternative Provision we believe that learning is the process by which pupils gradually acquire and assimilate knowledge, concepts, skills and attitudes to enable them to make greater sense of the world. Teaching and learning is central to our work as educators and it stems from the school's aims, ethos and vision. We expect all of our staff to deliver high quality, stimulating and dynamic lessons, where all pupils are supported and challenged to make good progress in their learning.

Pupils of all ability levels will be given equal opportunities to learn in order to achieve their full potential irrespective of starting points and barriers to learning. Our purpose is to create a learning environment which fosters motivation and allows all pupils to flourish. We strive not to simply teach knowledge but to empower our pupils by teaching them how to learn and to provide a personalised learning experience for every child that takes full account of their individual needs, starting points, interests and aspirations.

Aims and Objectives

This policy exists to clarify what we see as best practice and to clarify the expectations the school has for staff and pupils to ensure that all our pupils learn well in every lesson**.** It also serves to:

- Focus on continually raising standards of teaching and learning in the school, to inspire and motivate pupils and staff
- Provide guidelines for teaching and learning and establish clear criteria for best practice and consistency
- Raise attainment by increasing levels of pupil engagement, motivation, participation and independence
- Identify and share good practice in teaching and learning across all curriculum areas
- Establish a baseline for monitoring and evaluating the teaching and learning that takes place
- Provide practical guidance and clear procedures
- Ensure that our pupils are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives
- Ensure that pupils are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond
- Make links with the learning that pupils do outside the classroom
- Improve levels of achievement and attainment as a consequence.

Principles of Policy

Staff will:

- Support and challenge pupils to achieve their best
- Provide high quality, dynamic and stimulating lessons
- Provide high levels of interaction for all pupils
- Provide opportunities and guidance to apply and develop literacy, numeracy and other skills
- Encourage and support
- Provide high quality feedback
- Work collaboratively to ensure consistency in skill development by identifying and sharing best practice in teaching and learning across all areas of the curriculum

- Develop our range of teaching and learning styled to create an exciting and creative learning culture
- Listen to pupils' views and be open to their opinions
- Evaluate and reflect on their practice.

Students will:

- Participate fully in lessons
- Strive for continual improvement
- Support each other so that all students learn effectively
- Take an active part in learning within and beyond the classroom
- Take pride in developing and applying their literacy and numeracy skills across the curriculum
- Be enthusiastic, resilient and responsible in learning and improving skills
- Respond positively to feedback and improve their work as a result of effective feedback
- Rise to challenges, working collaboratively and supportively.

Procedure and classroom routines

Before the lesson:

- Teachers should plan lessons that allow all pupils to progress in their learning which include Power of Three, career question, adaption if required and other retrieval work
- Learning outcomes should be evident and clear to the pupils
- Activities and tasks should be planned to reflect a well-balanced range of activities and to include a range of teaching and learning styles
- Lessons should be differentiated to consider learning needs; assessment data must be used to plan effectively to support and challenge every learner
- The use of resources, including ICT, must be carefully planned to enhance learning
- A variety of active questioning techniques should be used and, where possible questions should be pre-planned
- All teachers should have an in-depth knowledge and understanding of the scheme of work/exam specification they are teaching.

At the start of a lesson

- The teacher should be at the door, whenever possible to welcome the pupils into the room, creating an appropriate climate for learning
- The TA should start each lesson with the PO3 and careers question. The teacher will begin the lesson with a review of previous learning. This can be in the form of questioning techniques to check understanding and to uncover and challenge misconceptions. This may also take the form of Think Pink to check retrieval.
- Links should be made to prior learning
- Provide an overview of the lesson- the 'big picture' and links to prior learning.

During the lesson

- The lesson should use time well and be structured with appropriate pace and challenge
- A balance should be achieved between whole class interaction, class teaching, individual work, group work, varying levels of questioning and assessment.

- A range of learning styles should be accounted for, ensuring that visual, auditory and kinaesthetic learning styles stimuli are provided
- Provide opportunities for pupils to self and peer assess and set targets for their own progression
- Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement. Appropriate school policies should be followed for behaviour management
- Build enjoyment into a lesson; the teacher should let their enthusiasm for the subject and personal enjoyment of learning shine.

At the end of the lesson

- A review of what students have learnt should take place
- Check learning against outcomes shared at the beginning of the lesson
- Allow time for questions and thoughtful answers
- Give praise to the class as a whole or individuals for their learning
- Complete point sheets collectively as a group developing student reflection skills
- Establish an orderly end to the lesson before students are dismissed.

Tracking pupil progress

All staff have the responsibility to regularly and accurately assess each pupil's achievement and to track their progress made against individual target grades. Progress data is tracked across the academic year, and used meaningfully by every teacher to inform planning, enabling them to tailor lessons and appropriately challenge and meet the needs of all pupils.

Each term, the most current assessment data will be used to inform the teacher's annotations of relevant information, including current assessed grades and any barriers to learning. Other relevant information such as SEND strategies/pastoral information will be used to inform planning. All teachers will identify pupils in need of additional support, including vulnerable groups such as Pupil Premium pupils, SEND pupils and the most able. Interventions put in place will be identified and will be used to inform planning. All subject teachers have the responsibility to monitor assessment, to analyse data to identify individuals or groups who are making less progress than expected, and to intervene where necessary to ensure pupils get back on track.

Pupils' progress should be made available in all subject areas to provide a visual for all pupils to see where they are currently working at in relation to their target grades. This should also be a motivational tool to pupils and subject teachers should update and refer to this regularly.

Evident in all books and folders

A tracking sheet inside the front cover of an exercise book or at the front of a folder, providing an overview of progress over the academic year, in relation to pupil performance tracked against starting points on entry (baseline), target grade (from baseline) and aspirational GCSE target (using KS2 data). The tracking sheet will include explicit reference to starting point and targets.

Marking and feedback

It is important to provide constructive feedback to pupils, focusing on success and areas for improvement against learning objectives. This enables our pupils to become reflective learners and

helps them to close the gap between what they can currently do and what we would like them to be able to do. A small number of basic principles underpin our approach to marking and feedback.

1. Teachers must use pupils' recorded work to assess understanding and address pupils' misconceptions as part of the teaching cycle
2. All work should be acknowledged; however this might be by the teacher or through peer or self-assessment
3. Peer and self-assessment are powerful tools and pupils should be guided in their appropriate use. Pupils should also be encouraged to reflect on their own learning.

Pupils' work will be marked using purple ink. There are four main types of written feedback that teachers can use and pupils can expect to see. The frequency of each type used will vary between subjects and Key Stages.

1. Acknowledgement marking – Checking that the work has been completed and that there are no obvious mistakes that need correcting
2. Quality teacher marking – developmental comments to help pupils grasp what they need to improve or to address whole class misconceptions which must be addressed in following lessons
3. Quality marking by pupils – Peer and Self-Assessment
4. Literacy marking to improve the quality of written communication for all students using the following literacy codes:

Whole School Marking Code	**Means…**
Sp (and underline)	Incorrect Spelling
^	A word left out
//	New Paragraph
?	This part is confusing

Assessment

The effective assessment of work and the feedback given are fundamental to successful teaching and learning. It should celebrate pupil achievement and show how pupils can improve whilst including opportunities for them to act upon teacher guidance. All assessment information should be used formatively, as a tool for student progression. Pupils should be clear of the assessment criteria in advance and given opportunities to respond to formative feedback. This is based on the following key principles:

1. Pupils are encouraged to develop independent learning skills and take ownership of their learning in order to self-assess, identify next steps and make adequate progress
2. Pupils receive regular non-written formative feedback in lessons from teachers and their peers (via verbal or peer assessment).

A formative comment must:

- Be individual to meet the pupil's learning needs

- Include a clear comment stating what the pupil has done well in relation to the learning objectives
- Address misconceptions and provide opportunities to address them
- Refer to the mark scheme where relevant.

In KS3 assessed work that is assessed should be given a Key Stage step against the subject's assessment objectives using the following as indicators:

Emerging - just starting to learn a new skill

Developing -showing an increased understanding in that area

Secure – expectations have been achieved

Mastered - students are able to apply key skills independently without prompting or guidance.

In KS4, externally assessed subjects should be given a GCSE grades 9-1, or vocational grade. This can also include a sub-level/sub-grade using the following as indicators:

GCSE grade 9-1, Level or vocational grade. This can also include a sub-level using the following:

Developing - showing an increased understanding in that area

Secure - expectations have been achieved

Mastered - students are able to apply key skills independently without prompting or guidance.

Strengths of the piece of work should be identified with clear targets for improvement to raise attainment. Marking should be as encouraging and positive as possible to ensure maximum progress.

For subjects where pupils are not assessed, teachers are free to determine how to assess the progress of pupils using a variety of effective methods including: RAG rating understanding against the lesson objectives or topics covered.

Assessment data will be requested at three points in each year to give teachers the opportunity to communicate formally with parents/carers.

Monitoring and Evaluation

The monitoring of this policy will be the responsibility of the Senior Management Team (SMT), where the undertaking of work sampling and findings will be fed back to staff with a suggested action for improvement.

Policy Review

This policy will be reviewed annually by SMT and fed back to staff for suggested alterations. Changes will be made to ensure that this policy reflects the best practice and is up to date.