

Teaching Administration Policy

August 2020

(Next review date August 2021)

Aim:

The aim of this policy is to outline the administrative expectations of teachers within SupaJam.

Purpose:

The purpose of this policy is to ensure that teachers are consistently meeting the administrative needs of their roles to appropriate deadlines within SupaJam. Deadlines are set in conjunction with the needs of the students, and planning and written feedback are a vital aspect of a student's learning journey. Ensuring that these are completed accurately and with high quality will support the progression of every student.

How this policy will be used:

This policy will be used as a supportive tool for new teacher inductions, as well as a resource that clearly outlines the administrative expectations of all of the teachers. It does not replace any teacher contract or the Teaching Standards, but instead works in conjunction with these documents as well as all other SupaJam policies. Failure to meet the expectations outlined within this policy could lead to disciplinary or capability procedures.

What this policy will cover:

- 1) Schemes of Work
- 2) Marking
- 3) Assignment Briefs
- 4) Group Profiles
- 5) Independent Learning Plans
- 6) Student Reviews
- 7) Student Target Sheets
- 8) Pupil Progress Meetings
- 9) Uploading to RSL

Schemes Of Work:

Purpose:

Schemes Of Work allow teachers to map out an overview of the academic year to ensure the delivery of the entirety of a curriculum has been planned for. They can be used as a guide throughout the course to monitor progress against the original plan and can also incorporate other elements of SupaJam that can be linked into the curriculum, such as important calendar dates or termly themes.

Outline:

For the purpose of this policy, schemes of work will be referred to as SoW.

- 1) SoW must be completed before teaching commences in September, with time for the Teaching, Learning and Assessment Manager to check them for quality purposes. This date will be agreed with the manager and the teachers.

SoW are working documents and should be updated regularly to reflect where teachers are working currently within their delivery schedule. Teachers should aim not to change SoW dramatically as this information is often passed to RSL in order for them to choose relevant samples for external moderation. (EV'ing).

Where to update SoW:

All SoW will be saved on the Drive in the Teaching and Delivery folder. Every programme offered by SupaJam must have a SoW unless directly agreed with the Teaching Learning and Assessment manager that one is not required (for example, the Level 3 Project). However, any programme without a SoW will still be expected to have an overview that accounts for timeframes and student progression.

Marking:

Students must receive constructive feedback for all of their work to ensure their ongoing progress and development. Marking is expected to be supportive, detailed, specific and give students opportunities to improve their work in line with the relevant criteria. Marking should also focus on improving the literacy skills of the students in a way that encourages independent learning and development.

When providing feedback for any RSL work, this should be given in the comments section of Google Classroom alongside a numerical grade. The written feedback and numerical grade should clearly show what grade the student has currently received for their first or final submission. Marking feedback should then be transferred to a marking template for every student, and stored on the Drive for quality purposes.

	Level 1	Level 2	Level 3
Unclassified	0 – 49	0 – 49	0 – 49
Pass	50 – 64	50 – 64	50 – 62
Merit	65 – 85	65 – 85	86 – 63
Distinction	86 – 100	86 – 100	87 – 100

Students must provide feedback on their work once it has been marked. Students should add their feedback using Google Classrooms, alongside the feedback from teachers. Obtaining student feedback on work supports the review of teaching, learning and assessment standards. Student feedback encourages reflection and can be used to identify students developed knowledge, skills and/or behaviours. All student feedback provided within Google Classrooms should be recorded on a marking sheet alongside teacher feedback.

Timescales for marking:

Marking should be completed during the week following submission and returned 7 days following submission, so that students have a further 7 days to resubmit.

Week 1	Week 2	Week 3	Week 4	Week 5
Thursday 1 st – submission deadline	Thursday 8 th – work is marked and returned to students	Students have the opportunity to action feedback from the teacher. Resubmission deadline – Thursday 15 th .	Teacher can re-mark. Students must not make any further changes.	Thursday 29 th – return final grade to the students.

Additional work on the module should not take place during lesson times unless the teacher has accounted for it in their SoW - students should make changes and resubmit in their own time, requesting tutorials outside of lessons if they need additional help.

If a student did not pass in the second submission, a further deadline will be set at the teacher's discretion and they will be capped at a Pass. This resubmission should still be encouraged as quickly as is appropriate for the student.

Assignment Briefs:

Purpose:

The purpose of SupaJam adapting RSL assignment briefs is to create student-friendly resources that can be used to support with teaching the students. By explaining (often complicated) criteria set by RSL, these briefs give students every possible tool to complete tasks within their portfolio independently.

Outline:

- 1) Assignment briefs must be completed to the same deadlines as the SoW.
- 2) Assignment briefs must be internally verified by the Internal Verifiers (IVs) within SupaJam and therefore must be readily available on the Drive for the IV to access.
- 3) Should any changes need to be made to the assignment briefs through the internal verification process, the IV will email the teacher directly with a completed feedback form, clearly requesting the changes to be made. The teacher will then have 5 working days to complete these changes and return the brief to the IV, via email.
- 4) When the brief has been signed off as 'fit for purpose', the IV will add a footnote to the brief to show that it has been internally verified and is ready to be given to the students. **It is only at this point that the assignment brief can be used as a student resource.**
- 5) All assignment briefs must follow the format:

Page 1:

- Centre name
- Qualification
- Module name and number
- Tutor
- Start date
- Due date
- Resubmission date
- Scenario. (This scenario is putting the skills the student will learn in context of applying them to the wider world. It needs to be exciting but realistic, giving the students the bigger picture of how the module they are completing will help them to find employment in the music industry.)

Page 2 onwards:

- The Task you are setting the student, broken down into step by step chunks
- The format that the student can provide this evidence in i.e. portfolio, essay, vlog
- The RSL Assessment criteria this task relates to, as outlined in the RSL assignment brief

Last page:

- The RSL criteria, lifted directly from the RSL brief.

Group Profiles

Purpose:

Learner profiles help delivery staff to build relationships with students, understand things from their perspective and meet their needs. They provide any member of staff with the basic information to be able to step in and support a group of learners if needed. Group profiles can inform planning, classroom layout, timetabling and strategies to enable students to participate and contribute in all classroom learning.

Outline:

- 1) Every separate class must have an up-to-date group profile from the start of the academic year.
- 2) Group profiles are working documents and should be reviewed and updated regularly - as a minimum, **once per half term**.
- 3) Group profiles need to include the **name of the student, their age, any learning needs, any barriers to learning and any strategies within the classroom, including those outlined within the High Needs Funding template (this column to be updated by the SEN team)**. Group profiles should also document exceptions to the norm i.e. a student not having the confidence to answer a question in front of the class, or a student needing to leave the classroom at regular intervals due to a medical issue. They should provide context around learners within the classroom.
- 4) Tutors should link in with the EHCP manager to ensure that all relevant student needs and strategies have been adopted from student EHCPs.

Independent Learning Plans:

Purpose:

Independent Learning Plans (ILPs) outline the individual learning journey of every student for that academic year. They are used as a resource for students to enable them to understand their study programme fully, as well as funding evidence for the department of education.

Teachers must complete ILPs to show when modules will be delivered, when students have passed their modules and go through these with the student, ensuring they have been fully inducted into the course. When an ILP has been completed, this should be electronically signed and dated by both the teacher and the student.

The ILP will need to be revisited throughout the year to ensure the student is on track to complete their course. At the end of the year of study, the teacher will need to complete the exit interview with every student, and again sign and date the ILP.

Student Reviews:

Purpose:

Student reviews are the student's 1:1 point of contact, allowing them face to face time with a teacher. They are a tool to ensure students are happy, safe and on track within SupaJam, and an opportunity for tutors to give students feedback on their progress. Teachers may wish to use the behavioural system on Arbor to support this. It is recommended that teachers start their reviews at least 6 weeks before the deadline. Deadlines for the student reviews can be found in the Academic Year Calendar on the Drive. There are 3 student review deadlines in the year.

Outline:

- 1) **Before the meeting**, tutors should have the following information for the student:
 - Attendance data from the Administration assistant
 - Marking and progress data for RSL
 - Marking and progress data for maths and English
- 2) **During the meeting**, teachers should discuss the progress of the student in all of the above areas and document the conversation, as well as any strategies proposed. Teachers should complete written reports prior to each review to reduce time and improve the quality of the review.
- 3) **Goal Setting:** The reviews are used to set goals and measure progress of these goals. These should be focused around career progression and progression with RSL, and maths and English in SupaJam, although personal goals can also be set here. We should always be encouraging our students to think of their pathway beyond SupaJam. These goals should be documented on the **student target sheet**.
 - Review 1: Goals are set.
 - Review 2: Discuss progress. Are students on track to meet goals? If not, what strategies can be put in place to meet these? If exceeded expectations of goals, what new ones can be set?
 - Review 3: Discuss overall progress on SupaJam programme. Have all goals been met?
- 4) **Additional information:** If a student expresses that they do not want to focus on music or they wish to leave SupaJam, this needs to be communicated to the Centre Manager.
- 5) If a student expresses an issue (such as bullying or a safeguarding concern) that the teacher feels they are unable to support with within their role, this must be communicated with the most appropriate member of staff, such as the Safeguarding Manager.
- 6) If a student expresses that their needs are not being met and the tutor cannot support with the issue, this must be expressed to the Centre Manager and recorded on Arbor.

Student Target Sheets:

Targets help to engage, motivate and mark ongoing progress, and are an extremely important part of the students' journeys within SupaJam. We must effectively record how we are supporting our students develop their knowledge, skills and behaviours within SupaJam. As a result of this, every student has an individual target sheet to set goals in:

RSL/Alternative Programme
Additional Curriculum
Maths and English
SEN
Careers and Transitions
Additional personal targets

Teachers are responsible for supporting the students to set and review targets in the programmes that they deliver. Student targets must be specific, measurable, achievable, realistic and timebound for each student. Setting and reviewing will take place during student reviews, but students should be encouraged to access and work towards these targets regularly throughout the year.

Students will have access to these targets but will not be permitted to edit them. They will be saved on the Drive.

Pupil Progress Meetings:

Purpose:

Pupil Progress meetings are a face to face meeting with a manager to discuss the progress of students within their work. They focus on whether students are currently on track in line with SoW, whether there are any barriers to their progress, what supportive strategies have been put in place and how this has been evidenced. A traffic light system is used to show students that are on track (green), a cause for concern (amber) or a serious cause for concern (red). These meetings may be used to support future funding claims and will be evidence of teachers working towards numerical targets within their appraisal.

Outline:

- 1) Pupil Progress meetings will be held as a minimum once per long term, but additional meetings may be held at more regular intervals if a significant number of students are not on track.
- 2) The manager will book in a Pupil Progress meeting via email and the teacher will need to confirm if they are unable to attend at the suggested time or date.
- 3) Within this meeting, the manager will ask for the progress of every student within every module in order to update a progress tracker. The teacher will need to ensure that:
 - All marking is current and up to date
 - That they have communicated with any other teachers working with their students
 - That they are aware of reasons for students being behind due to poor attendance, such as any ongoing safeguarding issues, disrupted travel, any medical issues etc
 - All actions from any previous Pupil Progress meetings have been put into place
- 4) The manager will email the updated progress tracker to the teacher following the meeting and will confirm the date of the next meeting. Teachers must read the tracker fully and ensure all information has been captured accurately before proceeding with any further actions required.

Uploading to RSL:

Every student's grade needs to be uploaded onto the RSL website. The deadline for this can be found in SupaJam's Academic Year calendar.

It is the teacher's responsibility to upload these grades into RSL for all of their students. A guide for how to do this can be found as a separate document on the Drive.

It is recommended that teachers upload their grades gradually, rather than leaving this to the end of the academic year.

Once a year, RSL will externally verify (EV) a sample of student work. This will include the marking for this work and the IV form (where applicable). If reasonable adjustments have been made for a student, the form acknowledging this will also need to be included.

Teachers will be expected to assist the Teaching, Learning and Assessment Manager with gathering these documents and uploading them to RSL. At this point, the modules that are included in the upload will need to have the grades inputted into the RSL website (this will include the core module). Once the deadline for the EV upload has passed, these grades will no longer be editable, so students cannot revisit these modules after this stage.