



NONSUCH HIGH SCHOOL FOR GIRLS

Teaching, Learning and Assessment Policy

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Policy Notes may be subject to review and revision at any time by the Nonsuch Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Nonsuch Local Governing Body.

1. PHILOSOPHY

The goal of our teaching at Nonsuch High School for Girls is the pursuit of excellence - we want our students to make exceptional progress in their learning. Our students learn best when there is challenge and when teaching is informed by attainable yet demanding objectives. Effective planning, assessment and knowledge of each student are central to quality teaching. Teaching is to be fully inclusive to ensure every student can reach her full potential by taking into full account the attributes and needs of all of our students. Every subject lesson is a lesson in promoting positive mental health and wellbeing. This policy reminds us that the central purpose of NHSG is to enhance the learning of the students and to do so in a manner that will equip them for life. As teachers we have a lasting effect on our students and their relationship to their learning in all areas of life, influencing how they engage with new ideas and attitudes.

2. PURPOSE

2.1 The purpose of this policy is to articulate clearly the expectations of the standards of teaching, learning and assessment at Nonsuch High School for Girls. Our central mission is to develop teaching and learning across the school and this policy includes some of the most recent and relevant research to help achieve this aim.

2.2 This policy is focused on the learning and assessment needs of all of our students and shares known good practice. Its aim is to create consistency between teachers and a shared understanding of what works well in the classroom. Teachers should follow its guidance and teaching practice will be monitored against it. It is a working document that will be reviewed periodically, incorporating suggestions and feedback.

2.3 This policy incorporates the current Teachers' Standards which can be found in appendix B of the policy.

2.4 This policy should be read in conjunction with the Behaviour for Learning policy.

2.5 Terms used throughout this policy include:

Acronym	Definition
PP	Pupil premium
EAL	English as an additional language
HAtS	Higher attaining students
MAtS	Middle attaining students
LAAtS	Lower attaining students
SEN	Special educational need
SEMH	Social, emotional & mental health
WWW	What Went Well
NS	Next Steps

3. WHAT MAKES GREAT TEACHING?

3.1 According to "What Makes Great Teaching?" written by Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major, published by the Sutton Trust in October 2014:

"Great teaching is defined as that which leads to improved student progress. "

"There are six common components suggested by research that teachers should consider when assessing teaching quality. Good quality teaching will likely involve a combination of these attributes manifested at different times; the very best teachers are those who demonstrate all these features. "

3.2 This research publication underpins our **Nonsuch Nine expectations for great teaching**:

1. Model expertise
2. Plan for learning
3. Reinforce routines and expectations
4. Explain and model clearly
5. Question responsively
6. Feedback effectively
7. Manage time
8. Drive academic standards
9. Show kindness and model positivity

3.2.1 (Pedagogical) content knowledge: *Nonsuch 1, 2 - Model expertise; Plan for learning*

As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions.

3.2.2 Quality of instruction: *Nonsuch 4, 5, 6, – Explain and model clearly; Question responsively; Feedback effectively*

Good instruction includes elements such as effective questioning and use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also elements of good quality instruction.

3.2.3 Classroom climate: *Nonsuch 8, 9 – Drive academic standards; Show kindness and model positivity*

This covers the quality of interactions between teachers and students, and teacher expectations: the need to create a classroom that is constantly demanding more, but still recognising students' self-worth. It also involves attributing student success to effort rather than ability and valuing resilience to failure (grit).

3.2.4 Classroom management: *Nonsuch 3, 7 - Hold attention and reinforce routines & high expectations; Manage time*

A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students' behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place. These environmental factors are necessary for good learning rather than its direct components.

3.2.5 Teacher beliefs: *Nonsuch 2, 3 - Plan for learning; Reinforce routines and expectations*

Why teachers adopt particular practices, the purposes they aim to achieve, their theories about what learning is and how it happens and their conceptual models of the nature and role of teaching in the learning process all seem to be important.

3.2.6. Professional behaviours: *Nonsuch 3, 9- Reinforce routines and expectations; Show kindness and model positivity*

Behaviours exhibited by teachers include reflecting on and developing professional practice, participation in professional development, supporting colleagues, and liaising and communicating with parents.

4. PLANNING FOR LEARNING

- 4.1 Planning for learning puts learning at the heart of the planning process. It shifts the focus from a scheme of **work** to a scheme of **learning** and lesson planning from what **the teacher is doing** in the lesson to what **the student is learning**.
- 4.2 Planning for learning and the Nonsuch 9 can inform an individual lesson plan or a whole scheme of learning, be it medium or long term.

In planning for learning a teacher should:

1. Determine a **challenging end product** of learning
2. Establish the **key question**
3. Devise an **end product assessment**
4. Use **performance data** to **identify the learners** and their needs (EAL, PP, SEN, SEMH, Ethnicity and HAtS/MAtS/LAtS)
5. Plan a series of **cumulative learning activities**

Further to this a teacher should:

- design a series of learning activities that build towards the end product – these should be, where appropriate, scaffolded and include opportunities for deliberate practice and challenge
- share the learning objectives for each lesson
- check progress regularly through Assessment for Learning
- ensure learners undertake the End Product Assessment
- ensure learners receive feedback on progress

4.2.1 The End Product of Learning

The planning process starts with the **‘end product’** which is what the learner must have learnt by the end of the scheme / session. It is therefore the intended **learning outcome**.

The end product can be any or all of the following depending on the subject / stage of learning:

- **Subject content:** Knowledge and understanding of
- **Skill set:** Ability to ... which requires development of ... skills

4.2.2 The Key Question

- Once the end product is established the next stage is to identify the essential question that all learners should be confident in answering correctly at the end of the session, if the planned learning has taken place.
- The key question is generally framed as a ‘How?’ or ‘Why?’ question. Their answer should be what they would explain about the topic to a new learner if in a ‘pupil as teacher’ role.
- The key question could be shared with the learners at the outset, if deemed appropriate or useful.
- During the learning process the key question can be broken down into a series of smaller questions that cumulatively lead to the ability to answer the final key question.

Examples of key questions:

- DT: 'How do you make a clock that works and looks interesting?'
- Maths: 'How do you solve simultaneous equations?'
- English: 'How does Carol Ann Duffy use form, language and structure to express a named emotion in her poetry?'
- History: How would an historian assess whether King John was a successful monarch?

4.2.3 The End Product Assessment

The standard of students' learning (the end product) will be evidenced by performance in an 'End Product Assessment'.

Before starting to teach the Scheme of Learning, the teacher designs an assessment opportunity against the End Product at the outset. The assessment should assess the learner's learning against the End Product, as identified at the beginning.

The nature of the End Product Assessment should be shared with the students from the outset and the assessment criteria should also be shared with explanations about how each aspect of the assessment will demonstrate the students' learning.

The assessment identifies the processes / skills / knowledge base to be learned by the students. Questions that help the planning of the End Product Assessment are:

- What will the students have to do to demonstrate that they have learned what I want them to learn?
- What different aspects of their learning will I be assessing?
- How will I design a mark scheme/success criterion that will incorporate those aspects?

4.2.4 Identify the learners involved and plan for differentiation and inclusion.

Differentiation is a powerful tool for student learning in the classroom. It is based on the teacher skilfully 'reading' the students as they learn and adapting his/her teaching repertoire throughout the lesson to ensure optimal learning for all.

A very important time to introduce differentiation is at the planning stage, when the teacher knows which students are in their classes. The teacher considers the different learners and plans to have a variety of techniques by which to present the material to them. This maximises in advance the learning experience for all learners and not just those who are naturally 'lesson ready'.

Information on students with SEN/EAL needs is available on SSA. These should be noted in markbooks. The SENCO will support staff in meeting the needs of students. This will include providing information, guidance on appropriate teaching strategies and the adaptation and provision of teaching resources.

Performance data and information about learners can be found in the following places:

Available data:

- SIMS – PP, EAL, Ethnicity, HAtS/MAtS/LAtS Literacy groups
- SEN/SEMH record
- Department records
- Past exercise books
- Learner self-evaluation
- First impressions – how to get to know what you need to know
- Approach to learning
- Learners’ prior knowledge
- Learners’ aspirations

The teacher should present the learning experience differently for different learners – still ensuring that the end product is challenging, yet accessible, to all learners. See section on checking students’ understanding within the classroom.

4.2.5 A Series of Cumulative Learning Activities

The next step in planning for learning is to design a series of cumulative learning activities that lead the learner to the end product (and ability to answer the key question) in a staged progression of increasingly higher order learning.

The key question which a teacher might ask themselves when planning a lesson with this in mind might be:

- Will the lesson activities/learning at the end of the lesson be more complex and challenging than those at the lesson outset?

These activities should build in a hierarchy of learning blocks, of increasing learning challenge, towards the End Product. Assessment for Learning should be built in at each stage.

A series of questions can frame these activities and form the basis for assessment for learning at each stage.

An understanding of progression in learning e.g. Bloom’s Taxonomy or SOLO Taxonomy (Structure of the Observed Learning Outcome) can help to structure these progressive activities. It must be noted though that these levels are not hierarchical or mutually exclusive.

Bloom’s Taxonomy	SOLO Taxonomy
<ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation 	<ul style="list-style-type: none"> • Pre-structural • Uni-structural • Multi-structural • Relational • Extended abstract

- ❖ Gershon, How to Use Bloom's Taxonomy in the Classroom: The Complete Guide by (London, 2015)
- ❖ Hook & Mills, SOLO Taxonomy: A Guide for Schools Bk 1 (Laughton, 2011)

It is good practice to share and review learning objectives for each lesson. Progress towards meeting learning objectives should be checked regularly in lessons.

If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing objectives allows students to engage with the process of learning.

Teachers should be very clear as to the end product of learning in their own mind throughout the learning process and might want to consider making the learning objectives explicit to all students, if they deem this to be appropriate or useful. This will usually happen at the beginning of the lesson but could happen at other stages in the lesson too.

The teacher will need a means of assessing the progress which students have made towards the objectives during and/or at the end of a lesson. This may be through responding to the Key Question.

Assessment of progress towards the End Product and/or answering the Key Questions will be used to inform and adapt future planning with the overall End Product Assessment in mind.

4.2.6 End Product Assessment

The scheme of learning finishes with the students undertaking the end product assessment. The teacher assesses it according to the success criteria and provides formative feedback to the students on their learning.

4.3 Planning for learning: a summary of its application in departments

Schemes of learning and lessons should be carefully planned in advance to promote learning in accordance with the principles of planning for learning outlined above:

- Planning should be shared within departments and applied consistently
- Clear and practical planning frameworks for all Key Stages and teaching groups should be available to all teachers to ensure consistency of delivery
- Plans should be adaptable and flexible while ensuring that the central learning aims and outcomes are delivered to all students
- Clear assessment outcomes should be designed before the commencement of teaching a scheme of learning

A scheme of learning pro forma can be found in Appendix E.

5. CHECKING STUDENTS' UNDERSTANDING WITHIN THE CLASSROOM

5.1 In principle, checking for understanding is part of the formative assessment system whereby teachers identify learning goals, provide students with differentiated feedback, and then plan accordingly based on students' errors and misconceptions.

5.2 Success or assessment criteria are often used to inform this formative feedback process.

Formative assessment involves teachers using evidence of pupils' understanding and learning to make decisions, minute-by-minute and day-by-day, about the next steps in teaching and learning. This evidence could also be used when planning lessons or differentiating activities for individual pupils. When assessing formatively, the feedback, given by teachers, moves learners forward. Students are developed to be owners of their own learning and support each other to progress.

Education Endowment Foundation, 2018

5.3 Strategies for checking students' understanding:

- Hands down policy
- Directed questioning (provide thinking time when appropriate)
- Retrieval practice tasks on mini whiteboards
- Explain understanding to your neighbour
- Checking the quality of work as individual students are writing (live marking)
- Think, pair, share
- Include spaced practice of recycling prior learning
- Hinge questioning
- ABC cards/ voting/ polling
- Traffic lights
- Exit tickets

5.4 Further strategies can be found in:

- ❖ Allison & Tharby, *Making every lesson count* (Wales, 2015)
- ❖ Black, Harrison & Lee, *Assessment for Learning: Putting it into Practice* (Maidenhead, 2003)
- ❖ Fautley & Savage, *Assessment for Learning and Teaching in Secondary Schools* (Exeter, 2008)
- ❖ Gershon, *How to use Assessment for Learning in the Classroom: The Complete Guide* (London, 2013)
- ❖ Greenstein, *What Teachers Really Need to Know About Formative Assessment* (Alexandria, 2010)
- ❖ Heritage, *Formative Assessment* (California, 2010)
- ❖ William & Leahy, *Embedding Formative Assessment* (West Palm Beach, 2015)

6. CHALLENGE IN THE CLASSROOM

'A key aspect of stretch and challenge is creating the right conditions to support all students to be able to work independently, but this takes time and a great deal of effort. The problem with increasing the level of challenge and what you expect of students (in terms of independence) is that some of them will struggle and they don't like the feeling of being out of their depth; however, if they don't experience that struggle then they can't improve. Helping students to feel familiar with struggling is an important role the teacher has when planning for student progress.'

Debbie Light, *Stretch and Challenge* (London, 2017)

6.1 In lessons where students are being challenged the following strategies and behaviours may apply:

- Active participation by all that includes high levels of oracy.
- Well considered teacher questioning that enables deep thinking by all. The answers should not always come easily to the students.
- An increased difficulty of lesson activities that focus on the application of skills and higher order thinking.
- Student body language and voice that demonstrates they are in struggle zone, rather than the comfort or panic zones.
- Provision of exemplar materials that display the high expectations required.
- Explicit teacher modelling that makes clear the strategies and thought processes needed to help students solve problems and complete complex tasks (metacognition).
- Application of student learning to new situations.
- Interleaving of previously learned content.
- Marking:
 - bespoke, individualised targets and next step feedback for all, even if the student has achieved full marks.
 - Evidence of drafts, re-drafts and so-called ‘published’ version i.e. trial and error.

6.2 Strategies for incorporating challenge into any classroom:

- Top-down planning – is your end product challenging enough?
- Layered writing tasks
- Probe student responses and provide challenging question sequences
- Socratic questioning
- Extended-thinking questioning (application and extension of learned concepts to new situations)
- Interleaving of previously learned content
- Ask students to argue the reverse of an argument they have formed or written.
- Pose an incongruous extension question which, on the surface, seems to have nothing to do with topic being studied and prompt students to answer the Q and figure out how it might connect with what is being studied.

6.3 Strategies for incorporating challenge into the classroom at KS5:

- Preparation of extended essays for Oxbridge applications
- Preparation of subject specific Oxbridge admission tests
- Provide debate opportunities on big, contentious questions in your subject area
- Practise problem-solving skills
 - Relevant section questions → Decipher which information is applicable to the question
 - Finding procedures questions → Generate your own method
 - Identifying similarity questions → Does the data presented have a similar structure?
- Practise critical thinking skills
 - Summarising the main conclusion
 - Drawing a conclusion from the information given
 - Identifying an assumption made in an argument
 - Assessing the impact of additional evidence
 - Detecting reasoning errors
 - Identifying similarities in arguments
 - Applying general principles to specific arguments

6.4 Further strategies can be found in:

- ❖ Allison & Tharby, *Making every lesson count* (Wales, 2015)
- ❖ Miker Gershon, *50 Ways to Stretch and Challenge More-Able Students* (London, 2016)

7. MANAGING LEARNING WITHIN THE CLASSROOM

7.1 Throughout the learning process teachers constantly monitor and enable the learning of the students in order to promote an effective learning environment. Pupils should be familiar with what helps them learn. It should be made explicit to students what they need to do to be successful in their learning. This can include:

- discussions with students about their learning
- explanation (by teacher, between students, by students to whole group)
- scaffolding (writing frames, sentence starters)
- modelling (sharing students' work, working through examples, guided writing, sharing planning and demonstrations)
- developing effective study skills (e.g. revision techniques, recording notes, summarising)
- formative feedback and target setting on how to improve

7.2 Teachers should ensure a purposeful learning environment is maintained. The way in which teachers manage the classroom will have a significant effect on students' learning and behaviour as students learn and progress in a structured and stimulating environment.

Teachers must:

- Ensure a register is taken for every lesson and absence should be followed up in the next lesson.

Further examples of good practice include:

- students entering and leaving the classroom in an orderly way at the instruction of the teacher
- all lessons in Years 7 to 11 starting and ending with a formal greeting / dismissal
- lessons lasting the full duration and students not being dismissed early
- teachers ensuring that classrooms are left clean and tidy. If furniture is moved, it should be returned to its original position.

7.3 Seating arrangements and plans

The seating of students is very important and should be planned carefully. It is good practice to have a seating strategy for every class, where seating is used, and a rationale for the plan. Seating plans should be annotated with relevant information regarding the students which informs the teacher's differentiation strategies e.g. HAtS/ MATS/ LAtS, PP, EAL.

7.4 Classroom Displays

Displays can reinforce learning through celebration, information and stimulation. These could include the display of:

- Key words
- Key questions
- Assessment objectives

- Exemplar work
- 'Messy' work which demonstrates effective feedback and purposeful revision/correction
- Student achievement

Examples are:

- boards
- washing lines
- posters
- display stands
- window sills
- models

- Display needs maintenance and should be **changed when necessary** – particularly examples of students' work.
- Displays should have a **title** and **explanation of purpose** to direct the audience's learning.

8. ASSESSMENT, FEEDBACK AND TRACKING

8.1 The principles of effective assessment and feedback

In order to enable our students to achieve highly we:

- Share and review learning objectives: providing objectives allows students to engage with the process of learning and encourages them to take responsibility for their learning.
- Ensure the learning objectives and intended learning outcomes provide the focus for the feedback.
- Provide feedback, both written and verbal that moves the learner forward by engaging them in an ongoing dialogue about their work.
- In most cases, we feedback in terms of 'what went well' (WWW) and 'next steps' (NS), ensuring students are clear on how to improve their work or how to stretch and deepen their learning further.
- Provide a mixture of comment only and graded work. Where grades are given, their meanings are to be made clear to all involved.
- Provide "directed improvement and reflection time" (DIRT) for learners to absorb and act upon feedback comments.
- Use learners' outcomes to plan and appropriately pitch the next steps of learning for each student.
- Link regular assessment to long term planning.

8.2 The purposes of assessment

- To determine what teachers and learners do next.
- To monitor student progress against baseline data (internally and externally validated) and aspirational target grades so that teachers, Heads of Department and Heads of Year can plan intervention where necessary.
- To enable teachers and learners to track progress in relation to agreed targets informed by school and national data.
- To measure student attainment against nationally recognised standards (KS3 levels, GCSE and A level grades).
- To inform interested parties (SLT, staff, governors, parents, students) of the standards students reach.

8.3 Marking policy

In all subjects:

- Assessment Criteria are given to all learners and can be evidenced in their books, folders, on-screen, or viewable at points during lessons
- Where appropriate, opportunities should be provided for learners to engage in self and peer assessment.
- Exercise books/files/folders will be regularly monitored by the teacher and, when appropriate, corrections made including correcting and improving literacy and numeracy.
- At all key stages the format of comments – that outline what a student has done well (WWW) and what they need to do next in order to make further progress (NS) – applies.

8.4 Frequency and tracking of assessment

8.4.1 KS5 Assessment and Feedback

Development and implementation of robust and timely assessments (Sixth Form Action Plan: objective 2)

Heads of department should coordinate select pieces of work that are used as common assessments. These are most likely to be the end product(s) of a scheme of learning. They should be carefully designed and suitably robust to ensure that they can inform accurate "Best Fit Grades" and "Most Likely Outcomes" within each data drop. The nature of these assessments is more likely to be full essays, end of unit tests and mock exams.

Within each department, every student should have a minimum of twelve common assessments (Year 12) and nine (Year 13) recorded on a centralised tracking sheet. Although these assessments may be divided evenly between paired teachers, if your curriculum does not lend itself to this, one teacher may complete more of these assessments than another. This will be guided by each Head of Department who must consider teacher workload when looking at the allocation of common assessments within schemes of learning.

Consistency of marking and feedback (Sixth Form Action Plan: objective 1)

At KS5, **each teacher** should provide formative feedback to their students at twelve points throughout the year for Y12 and nine points throughout the year for Y13, equating to approximately once every three weeks. If there is an uneven allocation of sixth form lessons between paired teachers, the allocation of assessments should be proportional. The nature of these assessments can include (but is not limited to) short answer questions, analytical diagrams, essay plans, introductory paragraphs, concluding paragraphs and coursework feedback. Teachers may choose to include the common assessments, as described above, within their twelve (Y12) or ten (Y13) pieces of feedback.

Teacher interaction with and/or monitoring of books/folders should occur half termly. Student progress tracking sheets are optional but an exemplar can be found in appendix E along with an exemplar folder scrutiny sheet.

8.4.2 KS3 & 4 Assessment and Feedback

At KS3 teachers should ensure that their students have access to a minimum of six pieces of detailed formative feedback per year, equating to approximately one per half term. Teacher interaction with and/or monitoring of books/folders should also occur.

At KS4, teachers should assess a minimum of nine pieces of work per year, providing formative feedback once or twice per half term. Teacher interaction with and/or monitoring of books/folders should also occur.

8.5 Marking for Literacy

It is the responsibility of all teachers to support the development of our students' literacy. When the nature of the assessment lends itself to literacy skills, errors should be underlined with the appropriate code written next to it. Pupils should be directed to look up and correct their own errors, and should rewrite the word/phrase correctly either next to/above it three times.

In cases where pupils have diagnosed difficulties with literacy (e.g. dyslexia), please identify a maximum of three errors per page, with a focus on key words. These pupils should be provided with a list of key words and terminology at the start of each unit.

Marking codes:

Sp	Spelling error	AW	Use an alternative word
P	Punctuation error	//	New paragraph
Gr	Grammar error	^	Omitted word or information
Cap	Capital letter	?	Meaning unclear
Exp	Expression	ATQ	Answer the question fully

Some subjects, e.g. Modern Foreign Languages, may use additional codes.

8.6 Sanctions and rewards

In September 2017, the Behaviour for Learning Policy replaced the Student Discipline Policy to better reflect the ethos of the school and to place greater emphasis on rewards rather than sanctions.

The behaviour for Learning Policy can be found here: <Q:\Behaviour for Learning\PN18 Behaviour for Learning>

8.7 Tracking and target setting

Each Head of Department is responsible for maintaining a centralised tracking sheet that is used by all teachers in the department to record the common assessments that students complete. Common assessments must be carefully planned and robust to ensure the accuracy of Best Fit Grades and Most Likely Outcomes at each data drop. The outcome of these assessments should be numerical so that a rolling assessment average can be used to inform the Best Fit Grade.

Learner group and ALPS/FFT data should be shared via the tracking sheet so that the progress of individuals, ability bands and learner groups can be suitably tracked.

An exemplar of a centralised tracking sheet can be found here:

<Q:\Data\HoDs\Tracking sheet blank>

9. REPORTING

9.1 Each year group has three data drops throughout the year which feed into a progress report communicated to parents. The data from these reports is used by Heads of Year and tutors to monitor and support students of concern and specific learner groups. As a result, at KS4 and KS5, it is very important that the “MLO: most likely outcome” is just that and is not lowered or raised in an individual effort to support the student. Accurate MLOs will ensure the most effective tracking and support of all students. Further details on what is communicated in each progress report can be found in appendix D

9.2 Attainment is measured differently across the various year groups. Please see appendix D for further details on this as it is subject to change.

9.3 Approach to learning.

Colours are used to describe a student’s approach to learning but please note that there is no expected distribution of these colours. Heads of Year and Tutors also monitor and support girls in relation to their approach to learning and so it is important that they are accurately placed within the colour bands. Separate descriptors are used for KS3/4 and KS5 - please see appendix D for further details.

Appendix A: Teaching, Learning and Assessment at Nonsuch – Summary Overview

What makes great teaching?

“Great teaching is defined as that which leads to improved student progress.” Sutton Trust: October 2014.

Nonsuch Nine:

1. Model expertise
2. Plan for learning
3. Reinforce routines and expectations
4. Explain and model clearly
5. Question responsively
6. Feedback effectively
7. Manage time
8. Drive academic standards
9. Show kindness and model positivity

Planning for Learning:

For KS5 units, teachers should:

1. Determine a challenging **end product of learning**
2. Establish the **key question**
3. Devise an **end product assessment**
4. Use performance data to **identify the learners** and their needs (EAL, PP, SEN, SEMH, Ethnicity and HATs/MATs/LATs)
5. Plan a series of **cumulative learning activities**

A pro forma and further guidance can be found here:
SSA → Teaching and Learning → Lesson and Unit planning pro formas

Some strategies for checking students’ understanding:

- Hands down policy
- Directed questioning (provide thinking time when appropriate)
- Retrieval practice tasks on mini whiteboards
- Explain understanding to your neighbour
- Checking the quality of work as individual students are writing (live marking)
- Think, pair, share
- Include spaced practice of recycling prior learning
- Hinge questioning
- ABC cards/ voting/ polling
- Traffic lights
- Exit tickets

Some strategies for providing challenge in lessons:

- Top-down planning
- Layered writing tasks
- Probe student responses and provide challenging question sequences
- Socratic questioning
- Extended-thinking questioning (application and extension of learned concepts to new situations)
- Interleaving of previously learned content
- Provide challenging Next Step feedback and ensure students respond

Effective assessment and feedback:

- Written and verbal feedback should mostly include: What Went Well (WWW) and Next Steps (NS)
- Summative and formative feedback
- Provide Dedicated Improvement and Reflection Time (D.I.R.T.) so that students have to respond to feedback
- Use learners’ outcomes to appropriately pitch the next steps of learning
- Link regular assessment to long term planning

Managing learning within the classroom:

- Seating plan informed by students’ needs
- Prompt register
- Tidy, clean classrooms
- Timely dismissal
- All students as active listeners and contributors
- Displays that reinforce learning through celebration, information and stimulation:
 - Key words
 - Key questions
 - Assessment objectives
 - Exemplar work
 - ‘Messy’ work which demonstrates effective feedback and purposeful revision/correction
 - Student achievement

For further detail on any of the areas mentioned please refer to the full policy document.

Marking and Feedback

- KS5: minimum 12 pieces of formatively marked work evenly spread throughout the year in Year 12 – minimum 9 in Year 13.*
- KS4: minimum 3 pieces of formatively marked work per term.
- KS3: minimum 2 pieces of formatively marked work per term.
- Marks recorded in teacher mark book/centralised tracker, as guided by HoD.
- House credits awarded for exceptional work or application.
- Teacher interaction with and/or monitoring of books/folders should occur half termly.

* Where teachers have an uneven split of sixth form hours, the marking should be allocated accordingly; a student should receive a minimum of 24 cross year assessments per subject, throughout the year.

Homework

Objectives of homework **PAC**:

- **Preparing** for the next steps in the learning process, extending school learning or managing demands of the course e.g. coursework.
- **Application** of skills, confidence and motivation needed to study effectively on their own.
- **Consolidating** and reinforcing knowledge, understanding and skills developed at school.

Common assessments and tracking

- ✓ Centralised department tracking sheet.
- ✓ Records of common assessments (12 per subject, per year at KS5).
- ✓ Rolling assessment average informs data drop grades.
- ✓ Department tracking sheet used to analyse learner groups (PP/SEN/SEMH/EAL), ability bands (HATs/MATs/LATs) and class groups.
- ✓ HoYs track students, learner groups and ability bands, across their range of subjects after each data drop.

What is formatively marked work?

Formatively marked work will be purposeful and substantial. In most cases, it should be marked to indicate “**What Went Well**” and “**Next Steps**”. The next steps section should be phrased to prompt a response/ action for students to complete during planned DIRT.

Behaviour for Learning Rewards & Sanctions:

Rewards are to be given according to the school’s Behaviour for Learning Policy. Each department should adhere to the following outline of the behaviour for learning sanctions:

No home work?	KS3 & KS4	KS5
1 st offence	Verbal warning and note in planner to be signed by parent.	
2 nd offence	Department detention	Contact home (phone call or email)
3 rd offence	School detention	Follow up on contact home
4 th offence	Call home for persisting issues OR HoY report OR review/address of well-being issues.	

Reporting

Three data drops per year group and one parents’ evening.

Data drops will ask you to comment on:

BFC/G: Best fit colour KS3 or best fit grade KS4 9-1 & KS5 A* - U

MLO*: most likely outcome (KS4 & KS5)

Exam %s and grades

Approach to learning: descriptors provided for each colour.

	KS3 Attainment		KS3 & KS4 Approach to Learning Descriptors (KS5 descriptors in appendix Z)
Purple	5-10%	Exceptional	Students who consistently meet our “Exceeding NHSG expectations” (Blue)
Blue	20-30%	Exceeding NHSG expectations	Students who, in addition to meeting our expected requirements, are also proactive in any of the following: <ul style="list-style-type: none"> regularly undertaking extension tasks reading beyond the topic seeking out their teacher for additional help volunteering to help in the department
Green	45-50%	Expected NHSG standard	Students meet our high expectations in terms of: <ul style="list-style-type: none"> engagement punctuality bringing equipment to lessons meeting deadlines completing all classwork and homework to a high standard exemplary behaviour participation in group work/projects/investigations
Yellow	8-12%	Below NHSG expectations	Students who fail to meet one or two of our expected criteria
Orange	3-6%	Cause for concern	Students who consistently fail to meet two or more of our expected criteria.

*The MLO is just that – the **most likely** outcome. Please do not deflate the grade for motivation or inflate the grade because you empathise with a difficult situation. We use the grade for tracking and it needs to be accurate.

Appendix B:



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Appendix C: Planning for learning – scheme of learning pro forma

Scheme of Learning Title				
TIMING				
<p>End Product i.e. the learning outcome. <i>The end product can be any or all of the following depending on the subject / stage of learning:</i> Subject content: Knowledge and understanding of Skill set: Ability to ... which requires development of ... skills</p>				
<p>Key Question – <i>Identify the essential question that all learners should be confident in answering correctly at the end of SoL. The key question is generally framed as a ‘How’ or ‘why’ question. Student answers should be what they would explain about the topic to a new learner if in a ‘pupil as teacher’ role.</i></p>				
<p>Knowledge <i>What key concepts are covered? What key skills are developed? What key terminology is learned?</i></p>				
<p>End Product Assessment i.e. How will we know that pupils can answer the key question? <i>End product/ongoing assessment (Knowledge, skills, understanding, application)</i> <i>Data that will inform assessment during assessment period be learned by the students.</i></p>				
Lesson	Learning Objectives	Cumulative Learning Activities	Resources	Identification of Learner’s Needs (Differentiation)

Appendix D: Reporting

D.1 An outline of the data reported on in each year group's progress report:

Year Group	Progress report number	Best Fit colour	Best fit Level	Best Fit Grade	Approach to Learning	Mock Exam %	Mock Exam grade	End of year Exam %	End of Year exam colour	End of Year Exam Level	End of Year Exam Grade	Most Likely Outcome	UCAS prediction
Y7	PR1	y			y								
	PR2	y			y								
	PR3	y			y								
Y8	PR1	y			y								
	PR2	y			y								
	PR3				y			y	y				
Y9	PR1		y		y								
	PR2		y		y								
	PR3				y			y		y			
Y10	PR1			y	y								
	PR2			y	y								
	PR3				y			y			y	y	
Y11	PR1			y	y							y	
	PR2				y	y	y					y	
	PR3			y	y							y	
Y12	PR1			y	y								
	PR2			y	y							y	
	PR3				y			y			y		y
Y13	PR1			y	y							y	
	PR2				y	y	y					y	
	PR3			y	y							y	

D.2 Measure of attainment across the different year groups:

In Y7 and Y8, colours are used to describe a student's attainment in each of her subjects. Each curriculum should be suitably differentiated to be able to identify girls in each colour band, as outlined below:

	Y7 & Y8 Attainment	
Purple	5-10%	Exceptional
Blue	20-30%	Exceeding NHSG expectations
Green	45-50%	Expected NHSG standard
Yellow	8-12%	Below NHSG expectations
Orange	3-6%	Cause for concern

In Y9, old National Curriculum levels are used. These will be phased out at the end of 2018-19, ready to use the attainment colours as above in 2019-20.

At KS4 attainment is reported as 9-1 GCSE grades and at KS5 attainment is reported as A* - U A-Level grades.

D.3 Approach to Learning descriptors

KS3 and KS4 approach to learning descriptors

Purple	Students who consistently meet our "Exceeding NHSG expectations" (Blue)
Blue	Students who, in addition to meeting our expected requirements, are also proactive in any of the following: <ul style="list-style-type: none"> regularly undertaking extension tasks reading beyond the topic seeking out their teacher for additional help
Green	Students meet our high expectations in terms of: <ul style="list-style-type: none"> engagement completing all classwork and homework to a high standard participation in group work/projects/investigations behaviour punctuality bringing equipment to lessons meeting deadlines
Yellow	Students who fail to meet one or two of our expected criteria
Orange	Students who consistently fail to meet two or more of our expected criteria.

KS5 approach to learning descriptors:

Purple	Students who consistently meet our “Exceeding NHSG Expectations” (Blue)
Blue	<p>Students who, in addition to meeting our expected requirements, are also proactive in at least two of the following:</p> <ul style="list-style-type: none"> • Regularly asking and answering challenging questions. • Frequently reviewing work and revising thoroughly for assessments. • Undertaking additional work without being prompted. • Engaging in wider reading around the subject. • Taking part in and/or leading extra- and supra-curricular activities in the Department.
Green	<p>Students demonstrate independent and proactive learning habits by:</p> <ul style="list-style-type: none"> • Actively participating in lessons. • Asking and/or answering questions. • Actively listening to others. • Reflecting on work and actively engaging with feedback. • Cooperating with and being respectful towards staff and peers. • Completing all homework to the best of her ability. • Reflecting and enacting upon feedback. • Reviewing work and revising for assessments. • Proactively catching up on work missed. • Engaging with Independent Study. • Attending revision or support sessions including seeking support before work is due in if help is required. • Being punctual to lessons. • Having all necessary books and equipment for the lesson. • Meeting all deadlines. • Handing in work in advance when an absence is foreseeable. • Finding a teacher before work is due in if an extension is required.
Yellow	<p>Students who do not meet one or two of our expected criteria, for example:</p> <ul style="list-style-type: none"> • Inconsistently reflecting on work and engaging with feedback. • Not always having all necessary books and equipment for lessons. • Not meeting all deadlines/handing in work late without agreeing extensions in advance. • Passive or disengaged in lessons. • Homework below expected standard. • Inconsistent effort to review work and revise for assessments. • Requires prompting to catch up on work. • Does not request help with work that she finds challenging. • Does not attend support/revision sessions, if applicable. • Is sometimes late to lessons.
Orange	Students who consistently do not meet three or more of our expected criteria.

Appendix E – exemplar KS5 student progress tracker and folder scrutiny sheet

KS5 A Level English Literature (AQA A) - Student record sheet

Name:

Paper 1 – Love though the Ages			
Date	Task Title	Mark/Band	Targets/feedback – <i>what I need to work on to improve (linked to AOs)</i>

AO1- Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

AO2- Analyse ways in which meanings are shaped in literary texts.

AO3- Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

AO4- Explore

Name:

English Group:

Date:

KS5 A-level English Literature Folder Review 2017-2018

Sections/dividers you may wish to have for your folder:

- **General admin – Handbook, AOs, mark schemes, etc.**
 - Introductory unit
- **Paper 1: Love Through the Ages – essays**
 - *The Great Gatsby*
 - Poetry anthology
 - Unseen poetry
 - *Othello*
- **Paper 2: Modern literature – essays**
 - Unseen prose
 - *The Handmaid’s Tale*
 - *A Streetcar Named Desire*
 - ‘Feminine Gospels’

	Cause for Concern	Needs Improvement	Good	Outstanding
All class notes including handouts and work sheets are in my folder and filed under the correct divider				
All homework is in my folder and filed under the correct divider				
Notes are neat and well presented				
Notes are in chronological order				
Essays and marked work are filed in chronological order under the correct divider				
Corrections and improvements have been done for all marked work				

WWW:

EBI:

If folder needs to be re-inspected, please place date for re-inspection here: