



Teaching and Learning Procedure 2023-2024

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Principles of the Procedure:

Teachers have expert knowledge of the subjects they teach. Teachers enable pupils to understand, and they check that understanding, correcting misconceptions and gaps. Teachers deliver a planned and sequenced subject curriculum to enable pupils to transfer knowledge to long-term memory.

The purpose of the procedure is:

- to ensure high quality teaching and learning experiences for students of all abilities and aptitudes
- to provide a framework for teaching and learning in order to set out consistency of fundamental expectations, whilst also allowing scope for creativity.
- to make explicit the entitlement of all students
- to promote an understanding of how learning takes place
- to provide practical guidance and clear procedures
- to reflect the school's ambitious intentions for the course of study by creating an environment that focuses on pupils

A Definition of Learning:

Learning can be defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned. Learning is knowing more, remembering more and doing more.

We believe learning will most effectively take place when:

- the learning builds on prior knowledge and understanding and is recognised as an alteration in long term memory.;
- teachers ensure that pupils embed key concepts in their long term memory, through methods that develop their understanding over time, not simply memorise disconnected facts.
- retrieval practice is a regular feature; this involves students deliberately recalling information forcing them to pull their knowledge "out" and examine what they know and to identify knowledge gaps.
- spaced practice and interleaved practice are utilised effectively to aid the alteration in long term memory.
- success criteria are explicit and models are provided.

- independent learning, reflection and thinking time is facilitated and encouraged.
- assessment effectively informs students so they know what they need to do to improve and are able to set appropriate targets.
- teachers check pupils' understanding effectively, and identify and correct misunderstandings.
- teachers make use of a range of questioning techniques in order to check pupils' understanding; this involves probing, challenging, cold-calling, no opt-out, say it again better, process questions and "why" questions that require deep thinking by pupils.
- students have opportunities to develop their oracy so as to rehearse and practice their thinking.
- students are actively encouraged to reflect on their character and teachers reinforce the importance of the traits of ambitiousness, courtesy, acceptance, respect, politeness, determination, self-discipline, and cooperation.

Key Ingredients of Successful Lessons:

INTENT	<p><u>Context and Prior Learning</u></p> <ul style="list-style-type: none"> • How does this lesson link to the previous lesson or prior knowledge/learning? • What prior knowledge, skills and understanding are required to enable pupils to access the tasks? <p><u>Learning Intentions/Outcomes</u></p> <ul style="list-style-type: none"> • Do the learning intentions demonstrate high expectations of all students? • Does the lesson/task have a clear purpose? • What more will pupils know, understand and be able to do by the end of the lesson? • How will you have ensured learning has taken place for ALL pupils, including SEN and disadvantaged pupils.
IMPLEMENTATION	<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Are learning activities appropriate to make sure all pupils are challenged and allow all pupils to learn and acquire knowledge effectively? • Are you using your expert knowledge? • How will you use questioning? • Have you included thinking time? • Have you made the most of opportunities to develop wider skills such as literacy, oracy, communication & numeracy? • How will knowledge be translated into long-term memory? <p><u>Lesson Structure</u></p> <ul style="list-style-type: none"> • Is the lesson structured to allow pace? • Is the lesson structured to allow depth of learning? • Are activities & instructions clear? • Are there clear learning outcomes that pupils are required to achieve? • Have you modelled exemplar/high quality work?

IMPACT	<u>Assessment</u> <ul style="list-style-type: none"> • How will you know how well the learning intentions have been achieved by all pupils? • Have you addressed gaps in knowledge? • How will you identify and correct pupil misconceptions? Have you thought about the probable or common misconceptions that are likely to arise? • What have you done to transfer/embed knowledge to long-term memory? • Is the learning that has taken place evident to you and the pupils?
	<u>Homework</u> <ul style="list-style-type: none"> • Is the homework demanding enough? • Does the homework contribute well to pupil learning – does it sufficiently consolidate/extend/test pupil knowledge/skills?
	<u>Next steps</u> <ul style="list-style-type: none"> • Do the pupils know where this learning will lead to next lesson? • What adaptations might you need to make to the next lesson/series of lessons based on your formative assessment throughout the lesson?

This section of the procedure reflects the school's expectations regarding planning, preparation, lesson structure and assessment for learning.

It is recognised that colleagues may also wish to extend their repertoire of teaching methods and provision of learning experiences beyond the basic outline given here in order to ensure effective learning and promote high standards for all our students.

Before the lesson:

Planning and preparation

- Lessons are planned with clear learning intentions, structure and challenge for all students.
- Learning intentions are clearly linked to departmental long and medium term plans which are periodically reviewed.
- Lessons will follow the sequencing outlined in the departmental schemes of work.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced to ensure cumulatively sufficient knowledge is learned.
- Opportunities for revisiting prior learning in the form of retrieval practice are planned for.
- Teachers make use of all available information, both statistical and personal – in particular the SEN register - to set clear, realistic, yet challenging targets and to plan appropriate learning opportunities to ensure successful learning takes place for all students
- Lessons are planned to build on prior learning and ensure continuity and progression.
- Opportunities for developing literacy, numeracy, digital skills and cross-curricular elements are integrated into lessons wherever possible.
- Appropriate and stimulating resources are organised prior to the lesson and are placed in the appropriate google classroom to be accessed by the students during and after

lessons.

- Seating plans are created for all classes with SEN and disadvantaged pupils clearly indicated.
- In the case of absence, teachers are required to set appropriate cover work as detailed in the staff handbook under the [absence and cover procedure](#).

Lesson Structure

This framework is expected to provide the basic structure for all lessons. However it is recognised that it may be adapted to suit the learning intentions of a particular lesson or sequence of lessons.

Start of the Lesson:

- The start of the lesson has a clear focus, using activities which immediately engage the learner.
- The expected learning outcomes are shared with students, in the context of prior learning, to ensure they understand what they are doing and how the new knowledge links to previous lessons and course content.
- The success criteria by which the learning will be evaluated are made explicit.

Lesson Development:

The teacher should

- Present lessons with clarity, enthusiasm and pace, ensuring timings are clear and adhered to.
- Provide lesson activities which enable students to build knowledge, construct schemas and develop understanding and skills.
- Model activities and processes, making their thinking and decision-making explicit to students.
- Provide exemplar work so that students are aware of the sophistication of response expected.
- Ensure that their own speaking, listening, writing and reading of English supports pupils in developing their language and vocabulary well.
- Give students an opportunity to develop their oracy through discussion and answering questions.
- Provide appropriate levels of scaffolding to support students' learning.
- Use a variety of questioning techniques to probe and develop students' understanding and check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.
- Promote active listening, inviting a range of different responses and building in time for reflection.
- Give constructive, positive feedback on work in progress.
- Provide opportunities for success for every student and seek frequent opportunities for praise.
- Provide opportunities for progression which increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills.
- Vary groupings and seating arrangements according to the task and the needs of the

SEN pupils in the classroom.

- Demonstrate adaptive teaching by tweaking practice on a micro, moment to moment basis, focusing on the needs of individual pupils, especially those with SEND, in the classroom.
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate.
- Set a variety of homework tasks to deepen, extend, or initiate learning, set through the google classroom.
- Make appropriate use of digital resources including Chromebooks depending on the nature of the tasks set and the learning outcomes being worked towards.
- Upload lesson resources/materials to the relevant google classroom as a matter of routine, to enable students to access them at a later date and for absent students to catch up on missed learning.

The Pupils Should

- Work effectively and purposefully in a range of contexts as directed by the teacher.
- Come to lessons fully equipped and prepared to maximise the learning opportunity, this includes ensuring their chromebook is fully charged at the start of every day.
- Be prepared to share their learning and ideas in an atmosphere of trust.
- Ask questions where appropriate – of each other and the teacher.
- Support one another, working collaboratively, recognising that the contributions of all are valid.
- Undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement.
- Know where to go for help and recognise that further progress can always be made.
- Be able to select appropriate learning resources to help develop their own learning.
- Work with increasing independence, developing the skills to become life-long learners.
- Make increasing use of digital technology through their Chromebooks in order to access resources and undertake set tasks.

End of the Lesson

- The teacher creates the time to review the learning that has taken place related to the lesson intentions and learning outcomes.
- Students have the opportunity to reflect on and recognise their own progress and set themselves appropriate targets.
- Students receive supportive feedback from the teacher or their peers where appropriate.
- Opportunities are provided to celebrate success.
- The teacher makes reference to homework which has been set on the google classroom.
- Students access the homework via the google classroom, follow the instructions carefully, complete the homework to the best of their ability and submit it by the deadline identified by the teacher.

Assessment and Marking

It is important to provide constructive feedback to students, focusing on success and improvement needs against learning intentions. This enables students 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.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- be manageable for teachers and accessible to students;
- relate to the learning intention and comment on previous attainment within the context of the learning intention;
- give recognition and praise for achievement and clear strategies for improvement
- allow specific time for students to read, reflect and respond to marking;
- respond to individual learning needs,
- inform future planning;
- ultimately be seen by students as a positive approach to improving their learning.

How do teachers assess students' learning?

Summative Assessment (*assessment of learning*)

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning intentions and the relevant national standards. This may consist of an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or at the end of a key stage. Quality marking every 6 hours of teaching is a form of summative assessment.

A summative assessment often consists of a written test or an assessed task. The assessment will show what has been achieved by a pupil. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing parents & governors.

Formative feedback (*assessment for learning*)

Formative assessment occurs on a day-to-day basis during lessons, allowing teachers and pupils to determine what is already known and what gaps may exist in skills or knowledge. Formative assessment is often undertaken through effective questioning (probing, challenging, cold-calling, no opt-out, "say it again better", "why" not "what" questions, process questions), but also by low stakes quizzing and knowledge tests. Formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

What is Quality Assessed Work?

All quality assessed work must be handwritten by pupils unless specified on the SEN register.

Quality assessed work should be kept in a separate assessed work book/folder or in the classwork book, clearly labelled, titled and dated.

Teacher Quality Marking

Teachers focus first and foremost on the learning intention of the task. The emphasis being on both successes against the learning intention and improvement needs. When 'quality marking' teachers should:

1. Read the entire piece of work to be marked.
2. Provide a focused comment which should help the student to 'close the gap' between what they have achieved and what they could have achieved.
3. Comments should be based on EBI (Even Better If)
4. Include reference to WAG and target level.

Students' work needs to be marked in a colour that can be clearly seen. Marking of a 'Test' could be considered 'Quality Marking' where there is formative feedback and an opportunity for pupils to improve their responses. It should be noted that this is only one of many different types of 'quality marking'. It is absolutely not essential for each piece of key assessed work to be in the form of a test.

Peer / Self Assessment

This type of work follows the same starting point as teacher marking. The same type of work can be done in the same conditions. However, for this rather than the teacher marking the work, students will be guided through assessing their own work, or the work of their peers. The same features should be present.

1. Read the entire piece of work to be marked.
2. Provide a focused comment which should help the student to 'close the gap' between what they have achieved and what they could have achieved.
3. Comments should be based on EBI (Even Better If)

Best practice is for students to be guided through the assessment task through use of a pro forma that takes them through the process and gives information on effective EBIs and improvements.

Whole Class Feedback

1. The same piece of work will be set and done, in the same conditions.
2. The teacher will collect the work and read in detail, 6 full responses. From these six responses they will put together a [feedback sheet](#) which will show,
 - a. Strengths
 - b. Areas for improvement
 - c. Common misconceptions or errors
 - d. Model answers

3. The teacher will not annotate the 6 scripts and there will be nothing written on any of the scripts.
4. Pupils will then carry out an improvement on the basis of the whole class feedback as they would have previously to teacher marking which will be acknowledged.

How will students respond to the ebi comments?

In order for the marking to be formative, the information must be used and acted on by the students. Regardless of whether work is teacher marked, peer / self assessed or part of whole class feedback there will always be a pupil response. When work has been 'quality assessed', time should be given during the following lesson / homework for students to read and then make at least one focused improvement based on the EBI suggestion. The student response should be done in a different colour, or be clearly labelled, and at its best is detailed and developed. The response should be acknowledged with a tick, stamp, initials or something similar, not re-marked.

What other styles of marking do teachers use?

- **A tick and an initial** - this might be used when there has been a large amount of teacher input in the lesson or where oral feedback was given.
- **Self marking** - students are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point.
- **Shared Marking** - teachers sometimes use one piece of work from an unnamed student in another class to mark as a class. This enables the teacher to model the marking process and teaches particular points at the same time.
- **Paired Marking** - once a marking process has been modeled with the class students sometimes mark work in pairs. This allows them to develop their own critical capacity.
- **Literacy issues**- spellings and English usage should be corrected in a way which is appropriate to the needs of the student. It might, for example, be best to focus only on spelling / grammar in the first five lines of a piece of work. Alternatively it could focus on keywords.

Not all pieces of work can be 'quality assessed'. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Quality assessment can be set digitally through google classroom but the work must be handwritten by students. High standards of presentation should be insisted on (verbally in class or as a written comment), which means homework and classwork being clearly labelled, work dated and titles underlined.

Marking frequency

The frequency of marking will depend on the lesson allocation to each subject. Each department will have an agreed expectation for its staff. Work should be 'quality assessed' at least once for every six hours of teaching. For all year groups, the minimum expectation is that 1 in 3 of the quality assessed pieces is peer or self-assessed, 1 in 3 is assessed using 'whole class feedback' and 1 in 3 is teacher assessed. Individual teachers can decide to

teacher assess all pieces of quality assessed work if they wish, however this cannot be enforced as a department policy. In between pieces of quality assessed work, it is good practice to acknowledge pupils' work through any of the following means.

- Ticking of correct work.
- Brief comment if appropriate.
- Initialing and dating work.
- Use of merits.
- Peer marking and self assessment.

It is up to departments to decide if there will be common tasks used for 'Quality assessed work', or if these are to be decided by individual teachers. Quality assessed pieces do not need to be done in controlled conditions, they can be, but they could also be pieces of classwork or homework.

Guidance for setting of work on Google Classroom:

When pupils work on something that is shared through their google classroom, or when they submit something through their google classroom, that work is automatically saved into their google drive. It can be found in the 'classroom' folder and then the specific class within that. This means that setting up a separate folder for each subject is unnecessary. However, it does mean that work must be set through the 'assignment' function and not the stream. The stream does not allow for work to be submitted and therefore it is not saved in the pupils' classroom folder.

However, work that appears in the pupils class folder does not appear in a topic folder and therefore in order to ensure that it appears systematically teachers need to follow a very specific naming convention. For each assignment set in google classroom there should be the following 3 aspects to the name,

- a. The number of the piece of work 1, 2, 3 etc - this ensures that the work appears in the google folder in the order in which it was done.
- b. The topic being covered - this is taken from the document HoDs have created, [linked here](#).
- c. Thirdly the name of the actual work - generic titles such as classwork or homework should be avoided. A title that explains the actual work should be used as this will be useful to the pupil if they want to re-find it.

Monitoring

An individual teacher will have samples of marking from all taught sets reviewed twice a year. A teacher will be involved in two departmental work scrutiny activities a year for which they may be asked to provide samples of marked work. Termly learning Walks may also involve a review of the assessed work and exercise books/folders of the class being taught. SLT may undertake work scrutinies throughout the year, when appropriate.

Heads of Department and Post holders are expected to sample the quality and quantity of marking of work in their subject area. Work samples form part of the evidence used for School and self-evaluation. It is also an excellent way for the department to share good

practice. The views of students about marking and assessment will also be sought as part of the Pupil Voice Surveys carried out as part of the School Self Review activity.

Pupils working at grades in each subject will be collected according to the AR&R schedule which is published each year in July.