



LONGHILL
HIGH SCHOOL

ASPIRATION + DETERMINATION + SUCCESS

Curriculum Intent & Implementation Policy

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Non-statutory policy.

Based on EEF (Education Endowment Foundation) Research including: Teacher Feedback to Improve Pupil Learning; Special Educational Needs in Mainstream Schools: Guidance Report; Teaching & Learning Toolkit; Metacognition and Self-Regulation Evidence review; Improving Literacy in Secondary Schools; and Fluency in the Classroom.

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Acronyms:

AFL = Assessment for Learning.

CPD = Continuous Professional Development.

EEF = Education Endowment Foundation

ECT = Early Careers Teacher

HoF = Head of Faculty

HoD = Head of Department

HoY = Head of Year

KPI = Key performance Indicator

M-R-F = Monitoring Review and Follow-up

PGCE = Post-graduate Certificate in Education

PP = Pupil Premium

SEN/D = Special Educational Needs and Disability

SLT= Senior Leadership Team.

T&L = Teaching and Learning.

TA = Teaching Assistant.

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A. Our School Priority: Inclusive Education

It is important to recognise when planning and delivering the curriculum that the percentage of our cohort which are pupil premium (PP) and/ or SEN (special educational needs) is above the national average and significantly above the average for Brighton and Hove. Our school priority, therefore, is to make our curriculum inclusive so that all learners flourish. To achieve this priority of inclusive education, we have identified three main barriers to learning, which are:

- Lacking a sense of belonging to the school, to the learning environment.
- Low confidence (and often ability) with reading.
- Lack of skills and confidence with revising.

The strategies we are using to address the above are set out as in the ‘Ten Teaching Non-Negotiables’ section as well as sections ‘A Curriculum to Teach Reading’ and ‘A Curriculum to Teach Revision’.

Our ‘Ten Teaching Non-negotiables’ (see section D) are drawn from the Education Endowment Foundation’s (EEF) recommendations surrounding how to make learning inclusive and grow that sense of belonging for those students who are most at risk of disengagement.

B. The Outcomes of the Curriculum

The way the curriculum is planned and delivered will:

- provide all students with a broad and rich curriculum which promotes high **aspirations** and high levels of engagement by fully meeting the needs of each individual student;
- support all students in developing a **determined** and resilient attitude to learning, including when facing challenges and failure, so they **successfully** overcome these potential obstacles, and
- grow all students’ independence so they become confident, life-long learners who have: high aspirations for further and higher education; strong cultural capital, and desirable employability skills so they fully **succeed** in life.

C. Stakeholders’ Responsibilities in Achieving the Outcomes

A Teacher’s Responsibility:

- to fully meet the Teachers’ Standards and where this is not happening (for example a trainee or ECT first year), to be undertaking actions and training in order to quickly meet these;
- to consistently demonstrate high expectations of all students by planning and adapting the learning so that students can achieve the highest skills, understand complex concepts and acquire deep and meaningful knowledge;
- to continually reflect on their teaching practice by checking students’ learning and identifying what has worked well and why, as well as what has not worked effectively and why;

- to seek solutions or support where learning is not working effectively for a student or groups of students;
- to ensure a balance of verbal and written feedback is given to students by following the school's marking and feedback practices (see *Marking and Feedback* section in this policy);
- to ensure written and verbal feedback is responded to by all students as this is fundamental to deepening the learning and moving this forward;
- to demonstrate the importance of implementing activities that build and cement students' knowledge and skills through recall and retention activities;
- to communicate effectively with parents and carers about their child's progress towards achieving their target grades including discussing any barriers and solutions to achieving these target grades;
- to consistently follow the school's routines, practices and policies including the Ten T&L Non-negotiables;
- to fully embrace continuous professional development opportunities including additional mentoring, feedback on practice and using the staff journal to evaluate how you have applied the training and adapted your practice;
- to employ other adults in the room such as support staff in the training set out in the SEN/D policy section on 'How to Deploy Teaching Assistants'.
- to ensure all communication and reporting (including of behaviour incidents) is professional and respectful using the calm and neutral communication training.

A Head of Faculty and Head of Department's Responsibility:

- to ensure the curriculum intent stage is mapped out to effectively cover national curriculum and exam board requirements as well as being sequenced so that teachers are able to revisit and build on students' prior knowledge and skills;
- to ensure any gaps in teachers' subject knowledge are identified and training is given so they become confident with teaching that particular topic;
- to ensure schemes of work and accompanying resources give teachers clear direction on how they can achieve high quality teaching;
- to give additional support to Early Careers Teaching with adapting these resources for the students they teach;
- to share with their team a teacher's responsibility in meeting the school's objectives and model these in their own teaching and conduct around school;
- to professionally challenge staff who do not undertake the responsibilities set out in this policy by giving clear direction, support and training;
- to ensure robust monitoring of the team means staff are fully aware of when they are not meeting their responsibilities and how they can achieve these;
- to ensure this monitoring of the team allows for sharing of good practice and makes staff's efforts feel valued;
- to use line management meetings with Heads of Department to give clear direction and support with improving student progress outcomes;
- to monitor and address any communication by a member of your team which is not professional and respectful; and
- to ensure your SLT Line Manager is immediately made aware of any breaches to this policy (by a member of your team) and liaise with them before undertaking any actions.

A Student's Responsibility:

- to demonstrate the positive learning behaviours of self-belief, self-motivation, self-regulation and embedding good coping skills to create a productive, respectful collaborative learning environment.
- to effectively engage with the learning outside of the lesson in the form of homework, revision and enrichment opportunities and visits.

A Parent/ Carer’s Responsibility:

- to support this policy by providing support at home for students to undertake further learning and attending any school meetings regarding the progress of your child.
- to regularly look at Class Charts to check and discuss with your child: rewards achieved; negative behaviour recorded, homework set; and any additional information about school life.
- to support the academic progress of your child, by reinforcing the school’s rules as they are there to support your child in achieving or exceeding their target grades as well as building students’ positive learning behaviours (see page 22).

A Senior Leader’s Responsibility:

- to provide a vision for teaching and learning at Longhill High School;
- to lead the development of a strategic plan for the successful implementation of this vision;
- to share with the Head of Faculty they line manage, their responsibility in meeting the school’s objectives and model these in their own leadership, teaching, and conduct around school;
- to monitor how effectively Heads of Faculty (HoFs) and Heads of Department (HoDs) are meeting their responsibilities by quality assuring teaching and learning data including the impact of follow-up actions from HoFs and HoDs;
- to ensure through monitoring and continuous professional development, middle leaders flourish in their roles and consistently deliver high quality teaching and learning as well as strong leadership; and
- where leadership is not yet strong, senior leaders identify what the issues are and give additional direction, support and training which has a successful impact.

A Governor’s Responsibility Includes:

- To ensure the effective and rigorous implementation and monitoring of this policy by the senior leadership team.

Below sets out a framework on how to plan and deliver the school curriculum based on up-to-date, and nationally accredited, evidence-based research.

D. Curriculum Intent

To support high quality teaching, the curriculum intent stage must be clearly set out and shared with teaching staff so they fully understand what knowledge and skills they need to teach. All teaching staff need to be involved with creating, monitoring and reviewing the curriculum intent for teachers to have this full understanding.

Shared Principles:

- An ambitious curriculum for all which prepares students for life beyond school and meets the needs of each individual student.
- A curriculum which promotes confidence with numeracy and literacy (ambitious vocabulary, speaking and writing in different contexts and a wide range of reading).
- The curriculum is planned around what students need to know (knowledge), and need to do (skills), with specific checkpoints which inform the teacher’s planning.
- The curriculum is sequenced to ensure cumulative progression of knowledge and skills with regular recall practice to move these into students’ long-term memory.
- The curriculum conceptualises on a local and global level to engage students’ interest and enable them to see how this relates to the world beyond school.
- The curriculum promotes students’ metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks.
- The curriculum within each subject needs to be flexible: We have to continually review and adapt the next part of the curriculum in order to equip students with the key knowledge and skills they need to effectively access the next stage of learning,

Subject Specific Curriculum Intent

Every subject has a visual learning journey for students; curriculum map, parental/carer overview, schemes of work and accompanying resources for each topic. This information sets out:

- year group and subject; number of hrs per fortnight;
- how the course is assessed;
- knowledge & skills to be taught per topic;
- an overview of what students need to know and do by the end of the year to be able to successfully access the following year;
- links with other topics etc.,
- context & progression;
- key words for the vocabulary instruction;
- guidance on the content of the memory platforms;
- additional low stakes testing;
- activities & resources linked to the learning objectives;
- resources & guidance to support SEN/D students;
- success criteria and grade descriptors;
- standardisation materials;
- revision resources;
- assessment content & points;
- homework including how this can be adapted to meet the needs of all learners.

E. Curriculum Implementation: Ten Teaching Non-Negotiables

To support high-quality teaching, all teaching staff must have a shared understanding of up-to-date evidence-based research on how students’ best learn and what this looks like in terms of delivering their subject. In addition, up-to-date strong subject knowledge, and a secure knowledge of how to deliver the whole-school priority of improving reading, are fundamental to the progress outcomes of our students. Our *Staff Development Policy 2023-24* sets out the training and development undertaken in these areas.

To support consistency with teaching, we have Ten Teaching Non-Negotiables. A teacher will:

1. **plan** their lesson using all of the data: PP, SEN/D, assessment of prior learning such as of last lesson and previous topics/ assessments;
2. establish & maintain a **positive learning culture**: Meet and greet students at the door; calm & neutral language and drawing upon a range of behaviour to learn strategies;

3. undertake memory platforms and additional **retrieval activities**;
4. regularly have students **responding to feedback**;
5. give **explicit instruction** about what students are learning using ‘ By the end of the lesson, I will know ___’;
6. provide **written knowledge resource(s)** so students can refer to these if they have gaps in knowledge or can work independently to acquire new knowledge;
7. explicitly share **key words and success criteria** with students and provide opportunities for students to apply these;
8. use **quick-fire high energy questioning** directed at those at most risk of disengagement such as PP and SEN/D students;
9. continually **check & adapt** the learning while teaching and will consider adaptations made when planning their next lesson; and
10. end their lesson with a final check on learning: **A Progress Plenary**.

Non-negotiable 1: Planning Lessons Using all of the Data

Below are questions to consider when planning or/ and during delivering the lesson:

- What do I want students to be know (knowledge) and be able to do (skills)?
- What prior knowledge & skills does this rely on?
- Are there any barriers to learning and how can I overcome these? Look at the SEN/D, PP profiles & strategies and most recent progress data.
- What does looking at their work from the previous lesson tell me?
- How will I adapt the lesson for those students who do not have prior knowledge or skills? Additional resources? Within the lesson?
- If some students do not have the prior knowledge how can they quickly gain this? See above.
- What are the key subject words and academic words that this involves? Will these be known by all or is a reference guide needed for these?
- How can I assess all the students to identify what they know & don’t know?
- How can I build upon the knowledge for those that gain it quickly - how can I stretch them?
- Do my activities link to what I need them to know by the end of the lesson?
- How can I build every students’ confidence and make them feel like they’ve achieved in the lesson?

Non-negotiable 2: Establish & Maintain a Positive Learning Culture

Meeting and greeting students at the door is not just for checking that uniform is correct, it is also an opportunity to build relationships with students by greeting them. Maintaining a positive learning culture can be challenging when students’ behaviour itself is negative, here we need to remember that we have to model calm and neutral language as well as be solution-focused in our thinking. Below outlines the steps to take whilst following the school’s behaviour policy.

Step 1: Identify what you want students to do rather than focusing on the negative behaviour.

Step 2: Check that the student knows what they should be doing and have the correct equipment.

Step 3: Follow the school’s behaviour policy and be consistent with this.

Step 4: When you have a moment, reflect on what are the triggers for the student’s negative behaviour, for example are they struggling with confidence regarding the work?

As an inclusive comprehensive school with a higher than average percentage of SEN/D students and higher than average percentage of PP students, we know that some of these students will need ‘reasonable adjustments’ made to how quickly you follow the sanction system. This does not mean changing or lowering expectations of positive behaviour, instead it means adapting the learning by not just giving additional teaching interventions, but also by giving additional behaviour management interventions when relevant. Some of these interventions are listed in the box below:

Intervention Strategy	Explanation
Choice	Gives students some control over a situation which is less likely to initiate point-blank refusal. Examples include: ‘Can you please put that in your bag or put it on my desk’
Take-up time	We need to be clear and confident about expressing expectations. Follow an instruction with a pause to allow students time to comply. Examples include: ‘Could you open your book and start work now Aliyah. I’m going to see Freddie who needs some help, but I’ll come back in a minute if you need any help’
Partial agreement	Deflects confrontation with students by acknowledging concerns, feelings and actions. Examples include: ‘Yes, you may have been talking about your work but I would like you to...’ ‘Yes, it may not seem fair but...’
When-then direction	Avoid the negative by expressing the situation positively. E.g. Positive: ‘When you have finished that question, then you can work with ____.’ Negative: ‘No, you cannot work with ____ because you have not finished question ____.’
Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the student, it could be that they need help understanding the activity or they do not have the knowledge to undertake this. If targeted students change their behaviour, praise them. Example includes: The teacher may say to a nearby student. ‘Well done. You have focused on this activity without any off-task chat.’
Redirect behaviour	Reminds the students what they should be doing and avoid getting involved in discussion about what the students are doing wrong. It may be possible to focus their attention on the required task. Examples include: ‘Okay Maria and Ahmed. We’re looking at the extract from Tennyson on page 23 of your books’
Deferred consequence & distract with a question	Deals with a student who is misbehaving later (therefore removes the ‘audience’ that is the rest of the class) and focuses on the present activity.. Examples include: ‘I’d like to sort this out Amy but we can’t do it now. We’ll talk later. What answer did you get for ____?’
Non-verbal signal to individuals	Very effective because they avoid distracting the rest of the group. Examples might include: Eye contact, shaking head to indicate disapproval, finger on lips for quiet, pointing to work to redirect attention

Non-negotiable 3: Retrieval Practice

Retrieval practice boosts learning by pulling information *out* of students’ brains, rather than cramming information into students’ brains. We tend to incorrectly think that most learning occurs during the initial encoding stage—when students get information ‘in’ by listening, writing, re-reading, reviewing,

and taking notes etc. However, one of the most robust findings from cognitive science research is that a significant amount of learning occurs when students pull information ‘out’ through retrieval practice. One of the advantages of this strategy is that when you start regularly creating these kinds of tasks, students start paying more attention to memory in day-to-day lessons.

Below are some retrieval activities:

- Use memory platforms: These are four quick recall questions which require students to retrieve information from last lesson, or/ and previous topics with a question five which requires deeper thinking. The key thing here is for students to engage with the feedback and identify what they don’t yet know and the teacher can attach new knowledge within the feedback.
- Start the lesson by asking students what they did/learnt last lesson rather than the teacher reminding them.
- Use a brain dump: Ask students to write down everything they can remember about _____
- Two things: Ask students to retrieve two things they learned at the end of the lesson.
- Quick fire quiz: Spontaneously generated according to what is going on in the lesson (can be used to boost confidence or as a behaviour management strategy to engage learners). Green pens are used by students to write down what they don’t know. Discuss common wrong answers.
- Paper quiz: Everyone gets a copy of the questions and writes down answers at their own pace with a time limit. Students who finish before the time is up, need an activity to go onto which builds upon, or cements existing knowledge.
- Self-marking: As students finish, they are given the answered so they can mark their own and identify what they do and don’t know.
- Paired quiz: In order to activate students as resources for one another (see Dylan William, ‘Embedded Formative Assessment’, 2011), students can quiz each other. One student has the material: Questions, answers, cue cards, knowledge organisers, text etc. and asks the questions while the other student answers. Teachers can set up their own rules such as allowing the tester to give prompts etc.
- Self-explanation: Ask students to explain something to themselves this could be knowledge based e.g. Explain the process of photosynthesis or the steps they would take to complete a certain activity/ question or explain how you would answer the writing to describe question on language paper 1.
- Elaborative-interrogation quizzing: Students ask ‘how’ and ‘why’ questions about a topic and then answer them e.g. Why does this happen? How does it work? Why does it work? Why did she say that? Why do you use that structure? Why is that the most important reason? How do you know that?
- Tell the story: Lots of knowledge forms a narrative structure (a series of events, a process, cause and effect). Stories given can then be verified, corrected, improved and rehearsed by students e.g. tell the story of water molecule as it follows the water cycle. Here you can give prompts such as key words to support.
- Map and compare: This is to check students’ capacity to make links. This can be undertaken by writing out five to ten key words/ phrases as a mind map and asking students to draw lines to those that link together. On the line, students can write what connects them.

Non-negotiable 4: Responding to Feedback

Every lesson must have some opportunities for formative feedback i.e. activities where the teacher can identify where they are at with the learning and students respond to the consequent verbal or written feedback (using green pen). So, for example, this is seen when memory platforms and other retrieval practice feedback is undertaken; the use of the green pen helps teachers and students to quickly identify what they did not know. This can also be seen when students self-assess against the success criteria and identify ‘how to improve’. Remember, that some students will need support with self-assessment so adapt the teaching accordingly and students will need some sort of support such as models to be able to achieve their ‘how to improve’.

Non-negotiable 5: Explicit Instruction about Learning

Every lesson clearly sets out what students will know by the end of the lesson. This ‘knowing’ can be in terms of knowledge about the topic and/ or skills (e.g. knowing how to undertake a particular type of question, knowing what connectives to use when evaluating etc.). It will be clearly visible throughout the lesson, referred to regularly and set out as below with 1-4 points.

By the end of the lesson I will know:

1. _____
2. _____

Here give the context of the lesson: Refer to the visual learning journeys by discussing with students what prior skills or/ and topics this lesson links to.

Non-negotiable 6: Written Knowledge Resources

This is the knowledge you wish students to learn such as glossary of subject specific words or academic words; information about the topic, visual displays of facts, knowledge organisers, etc. This written knowledge will be used as a reference point to direct students to use when undertaking activities.

How this knowledge resource is used can be adapted based on the students’ need, for example, within the lesson you can place boxes around, or highlight key information, which helps a student answer a particular question.

Non-negotiable 7: Share Key Words and Success Criteria

Key Words

Teachers will share with students three types of words and discuss how some may fit into more than one type. The three types are:

- (a) Exam command words e.g. Explain, evaluate, calculate, summarise, compare.
- (b) Subject specific words e.g. photosynthesis, simile, algebra, manufacturers.
- (c) Academic key words e.g. reducing, surplus, increasing, adequate, adjacent.

It is important that teachers model sophisticated, academic language when speaking as this will help our students to use these words and express themselves in exams, and in life, more confidently and precisely.

Below sets out how to teach key words students do not know:

Step 1: Pronounce & Repeat back: The teacher models how to say the word – break it down into its syllables and ask students to say the word out loud together.

Step 2: Discuss with students what it means and identify any misconceptions.

Step 3: Test 1: Student write a definition (can dual code too) – use this to identify & address individual misconceptions.

Step 4: Test 2: Students write a sentence using that word.

Step 5: Revisit in future lessons and add new knowledge as well as cementing existing knowledge.

Adjusting the learning of new words:

- Scaffold by giving students, for example, three words that will help them define the word.
- Avoid cognitive overload but stretch learners: Build up the vocabulary at a pace that moves forward all students' learning (teachers will use their professional judgement) therefore provide alternative words for those students who already have a secure understanding of the word or move those individuals on to a deeper learning surrounding that word e.g. relationship with other words, links to other topics etc.

Success Criteria

These are the skills and knowledge students have to apply to an activity which will move them towards achieving the learning objective. Teachers will ensure the success criteria:

- allows students to move their own learning forward, by planning monitoring and evaluating their learning against this success criteria;
- allows for growing independence as it empowers students with the vocabulary needed to ask for support, for example, a student can identify which part of the learning they need help with by referring to the wording in the success criteria;
- over time, is embedded within the student's long-term memory;
- co-constructing the success criteria with students is the ideal as this can promote memory recall as well as supporting a discussion where students are able to seek clarification and develop their thinking;
- uses the same vocabulary in the success criteria as seen in the national curriculum and exam specifications;

Success Criteria for Explaining How World War One Began

- Explain how WWI started by a conflict between two groups of countries and explain Serbia's involvement in this.
- Identify which countries were the Triple Alliance and explain their relationship.
- Identify which countries were the Central Powers and explain their relationship.
- Explain how these two sides declared war upon one another.

Non-negotiable 8: Quick-fire high energy questioning

Although the below applies to all students, it is particularly important to recognise that PP and SEN/D students are most at risk of disengaging with questioning, it is, therefore, the teacher's role to ensure that they target these students. The purpose behind quick-fire succession of high energy questioning is to set the expectation with students that they could be asked questions at any point and need to keep active. The high energy modelled by the teacher is also then reflected in students' engagement. They are also short questions with short answers used to build and cement key knowledge.

Effective questioning also includes:

- acknowledging correct answers in a positive but business-like fashion (quick & practical way);

- scaffolding when needed e.g. give a student a key word or ask them to think about ____ to help them explain, re-phrase the question or break it down;
- carefully considering the students’ knowledge and skills in order to give them a question which is not inaccessible, but not too easy;
- prompting peer-learning, if there is a partial answer by asking another student to find the remaining part of the answer;
- when a pupil answers a question incorrectly, the teacher needs to point out swiftly that the answer is wrong, but acknowledge their effort;
- address disengagement: If the pupil has answered incorrectly due to inattention or carelessness, the teacher needs to try and prompt the pupil to answer correctly; if the answer is incorrect due to lack of knowledge, the teacher can act to address this.

Here are some examples of types of questioning:

- Product questions (calling for a single response from pupils). Closed questions: When? Where? Who?
- Process questions (calling for explanations from pupils as to their answer). Open questions: e.g. How? Why? Justify?
- Bounce Questions: Ask a student a question and identify two other students who will then explain whether they agree with the answer given or add anything to it.
- Repeat but Develop (‘Say it Again, Better’) e.g. Add key vocabulary.

Non-negotiable 9: Continually Check and Adapt the Learning

Standard 5 of the *Teachers’ Standards* (DfE, 2011) is ‘ adapt teaching to respond to the strengths and needs of all pupils’ which requires teachers to:

- 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; and
- have a clear understanding of the needs of all pupils – including those with SEN/D, those of high ability, those with English as an additional language – and be able to use and evaluate distinctive teaching approaches to engage and support them.

Adaptive teaching also forms part of the new Early Career Framework (DfE, 2019). Section 5 says that new teachers and indeed, all teachers, should learn/ know that:

- pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed;
- seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching;
- adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success;
- adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils;
- flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor the impact on engagement and motivation, particularly for low attaining pupils;

- there is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial; and
- pupils with SEN/D are likely to require additional or adapted support, working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

Non-negotiable 10: End With a Progress Plenary

This needs to be at the end of the lesson (you can also have mini plenaries within the lesson after each episode of learning). Here are 5 key features of an effective plenary:

- It allows the students to reflect on what they have learnt and how e.g. What have I learnt today? How did I learn this? What am I uncertain about?
- It allows the teacher to assess understanding including identifying what needs to be taught next lesson and what misconceptions still exist e.g. Ask students to write down what questions they still have about the topic/ lesson.
- It can prepare students for the next lesson e.g. What do you think we will be learning about next?

F: Additional Teaching Strategies: Modelling & Structured Peer-Learning.

Modelling is part of explicit instruction and can be used to reveal the thought processes of an expert learner which helps to develop students' metacognitive skills.

Below sets out where modelling should take place:

- the teacher saying aloud the questions or steps they ask themselves during undertaking a reading activity or any other activity;
- the teacher modelling fluent reading of a range of academic texts;
- the teacher asking a student to model the above two points rather than the teacher modelling.
- the teacher modelling different types of speaking and explicitly discussing these;
- modelling how students can plan, review and evaluate their learning through the use of success criteria;
- modelling how students can evaluate their learning and how they can achieve the next steps and move their own learning forward; and
- how to undertake an activity, for example, how to set it out, break it down, what resources to use, what questions to ask yourself etc.

Structured Peer-Learning

Underpinning language acquisition is talk and as such, we need to ensure lessons establish opportunities for students to undertake structured and focused talk.

- The pairing or grouping needs to reflect individual students' knowledge and skills surrounding the topic being taught as well as the profile of the students and whole class.
- Groups or pairs therefore are based on the relative difficulty of curriculum content, rather than being fixed and inflexible so pupils can learn together effectively.
- Peer-talk needs to be structured and focused with explicit instruction, timings and scaffolds. Explicit instruction includes:

Explicit Instruction for Peer-Talk

Contextualising the discussion e.g. Our group will be discussing ____

Discourse markers to indicate a sequence of ideas e.g. Firstly, secondly, thirdly, next, then , also.

Connectives to signal explanations e.g. because.

Connectives to signal opposing views e.g. but, conversely, alternatively.

Personal pronouns e.g. First of all we agreed. Our ____

Summarising connectives e.g. In conclusion, therefore

Examples of Structured Peer-Talk:

- Listening Triad:

Role of talker – explains comments on an issue/activity. Role of questioner – prompts & seeks clarification. Role of recorder – makes notes and reports on the conversation (summarises verbally what has been said).

- Snowballing:

Divide group into pairs. Tell each pair they have 2 minutes to come up with 3 reasons why...

Pairs then compare their ideas with another pair and amend their lists to make them as good as possible.

Join the fours and follow the same process. Ask one group to present their points – other groups suggest improvements. Final points can be added to a shared group sheet.

- Critical Friend:

One student is the ‘critical friend’ who observes the ways in which the pair/group work together – devise own checklist. They then feedback to the pair/group on their strengths and how to improve.

- Summarising:

Students seek clarification part of what has been said by summarising and seek clarification.

G: Marking and Feedback

Marking

The knowledge and skills teachers look for when marking, is set out in the curriculum intent stage which teachers must have a good understanding of. These same knowledge and skills need to be in the success criteria shared with students so they know what they are being marked on. This will then enable students to have a better understanding of the feedback as they will have been exposed to some of this vocabulary and ideas in the shared success criteria.

Marking, that is not an assessment, mainly involves formative comments (see Formative Feedback section below), we recognise, however that summative grades can be motivational and useful for some students while being de-motivational for others. Using summative grades for non-assessments, needs to be carefully considered by the teacher and used with individuals only who will benefit rather than a whole-class strategy.

Marking will involve a balance between verbal and written feedback, we recognise the workload involved in written feedback and will continue to provide training which shares efficient ways to reduce this: Our aim is for teachers to spend more time on planning the lesson that will help students to respond to feedback, rather than writing in the same feedback comments in a set of class books, as we know the former will move learning forward.

When marking, teachers will:

- use the terms ‘how to improve’ (HTI) and ‘what went well’ (WWW);
- consider the curriculum intent including success criteria to create the formative comments;

- check that those students who are not achieving their target grade (and those most at risk of not achieving their target grade e.g. PP and SEN/D) understand their feedback and are responding to this;
- where appropriate, ask students to self-assess first using the success criteria, for example, identifying where they have achieved the success criteria but not giving themselves a grade;
- give specific praise based on effort, skills and knowledge e.g. excellent determination with explaining quotations;
- ensure how to improve not only sets out what to improve but guides the student on how to do this e.g. resources to use, question to ask themselves, vocabulary and concepts to consider etc.;
- ensure adequate lesson time is given to students in order to illicit an effective response to feedback;
- adapt feedback: Some students may have more written feedback than others while others have discussion and teacher prompts enabling them to respond;
- model correct spelling, punctuation and grammar (SPAG) and legible writing;
- feedback in red ink with students' response to feedback in green ink or on green paper/ or has the title Responding to Feedback;
- feedback on improving specific skills and knowledge rather than task-orientated feedback; and
- ensure students regularly act upon verbal or written teacher feedback.

Live marking

Teachers will prioritise the marking of those students most at risk of needing adaptations in the lesson to help them either access the learning or move on with their learning to stretch them. This means SEN/D and PP students' work needs to be checked within the lesson. The *Teaching Handbook 2023-24* sets out more information on live marking.

Marking for SPAG

Teachers do not have to correct all SPAG in written format, but incorrect SPAG needs to be corrected by the student in green ink after having either verbal feedback in the form of whole-class or individual discussion or written teacher feedback. Teachers will mark SPAG by:

- using a circle to indicate missing punctuation for the student to fill in;
- using ? for grammar to be looked at and corrected by the student;
- underlining incorrect spellings which the student corrects by placing the word above or in the nearby margin;

The crucial thing is students respond to the SPAG feedback whether it is verbal or written.

Formative Feedback

Formative Assessment is defined as: *“All those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessment becomes ‘formative assessment’ when the evidence is actually used to adapt the teaching work to meet the needs.”* (Black, P. & Wiliam, D. ,2001, ‘Inside the black box: Raising Standards Through Classroom Assessment’, King’s College London School of Education).

In sum, teachers must plan and deliver formative feedback opportunities in every lesson - this links to the ‘Check & adapt’ teaching non-negotiable.

H: Assessment, Standardisation and Moderation

Assessment and End of Year Examination

Every subject has six assessments undertaken: One each half-term. Assessment at key stage 3 reflects the National Curriculum and prepares students for parts of the GCSE examinations for each subject. At key stage 3, the assessment activities or questions will be broken down in order to enable students to access these and demonstrate their skills and knowledge. Although, as much as possible, these assessments will use exam, academic and subject key words to stretch the most able, the assessments need to be inclusive and accessible for any students who have low reading ages.

The purpose of these assessments are to:

- Capture formative feedback such as ‘how to improve’ and strengths.
- Capture summative grade (working at grade to support predicted grade data drops).
- Give an opportunity to teach revision strategies leading up to the assessment.

Assessments are undertaken at the end of every half-term and progress is shared with students and reported to parents and carers via reports and parent/ carer evenings. The last assessment of summer term 6 is an end of year examination.

Standardisation and Moderation

Written into the school calendar, is CPD time for Middle Leaders to deliver standardisation training to ensure every teacher knows what each grade looks like in terms of the assessment being graded. In addition, moderating a sample of each teacher’s marked assessments is also included in the school’s CPD calendar. This then allows time for teachers to review their marking in light of this training before grades are inputted on the system and before formative feedback comments are shared with students. It is crucial that Heads of Faculty and Heads of Department set out how working at grades then translate into predicted grades.

I: A Curriculum to Teach Reading

We understand that fundamental to learning is students possessing good reading skills and a passion for reading, it is therefore our school priority to ensure that we do everything we can within lessons (and in our enrichment curriculum) to install these in all our students. If students are fluent, confident and engaged readers, then they have the skills needed to become effective life-long learners. PP and SEN/D students are particularly at risk of not becoming fluent, confident and engaged readers, it is therefore crucial teachers explicitly teach reading skills and model a passion for reading.

NB: Please see *Reading Policy 2023-24* for a break down of reading skills, enrichment and interventions.

In lessons, teachers will:

- model a passion for reading and support other students in reading aloud;
- use a variety of academic texts and model **decoding and fluency** skills when reading aloud, drawing students' attention to ambitious vocabulary and discussing how to sound these out;
- explicitly teach **vocabulary** using the guidelines and training given on vocabulary instruction;
- where there is the opportunity, discuss the **sentence construction** such as the use of discourse markers, punctuation or/and connectives within a sentence and between sentences which creates **cohesion**;
- explicitly model the thought processes or/ and prompt students through questioning to connect ideas to other ideas in a text so students develop **coherence**;
- embed structured peer-talk as set out in the peer-learning section;
- explicitly teach students how to annotate texts to gain a secure understanding of both explicit and implicit meaning;
- explicitly teach key comprehension skills e.g. scanning, retrieval, summarising and comparing;

J. A Curriculum to Teach Revision & Reduce Cognitive Overload

Underpinning how we explicitly teach students to revise, is evidence-based research about how the brain processes and stores information. In order to support students' understanding of how the brain processes and stores information, we will use the following language and explanations:

What is learning? Learning is a change in long term memory. This happens when we link new information to information already stored in our long-term memory.

How does learning happen? Attention to our environment (e.g. what we read, watch, hear etc.) brings new information into our working memory. New information is held in our working memory for long enough, and in such a way, as to connect it to information already in our long term memory.

New information and information stored in the long-term memory: For a problem to be solved or an activity to be undertaken, information required must be drawn from the environment (new information) and/or long-term memory (learnt information), and processed in working-memory.

The working memory: This has a finite capacity for new information, but the working memory can draw upon information from the long-term memory (old information) without using the working memory space. The working memory of all of our students is different.

Avoiding Cognitive Overload

Cognitive overload is where students are given too much information at once or too many simultaneous tasks, resulting in students not being able to perform or process the information. Teachers will aim for sustainable amounts by:

- not including unrelated information on your teaching materials (e.g. images that decorate without teaching);
- not presenting redundant information unless there is a particular need for it in your classroom;
- breaking instruction down into small, concrete steps, and building students up to tackling larger problems/tasks;
- providing lots of concrete examples (specific), because resources may be used up by students trying to figure out what you are referring to when you describe abstract concepts.

In sum, when teaching, avoid activities that rely too much on lots of new information as this is likely to overload the working memory, instead, chunk the new information and make links to what students already know (i.e. old information that is stored in students' long-term memory).

How do we teach revision skills? The six revision techniques teachers will explicitly teach are:

- creating and using flashcards for recall;
- placing knowledge into graphic organisers including the process of condensing information;
- using past papers along with self-assessing against success criteria including mark schemes, model answers and examiner reports;
- self-quizzing/ testing using a range of digital and non-digital resources;
- students creating their own questions with marks schemes;
- students thinking about the steps they need to take for answering a question and creating a guide for themselves;

K: Presentation of Students' Written Work

We ensure our students demonstrate respect for teachers, and pride in their own work, by adhering to our presentation expectations. These expectations promote the importance of written literacy, therefore a teacher will:

- ask students to write the date in full on the right-hand side of the page;
- ask students to write the title;
- ask students to underline both with a ruler;
- remind students that graffiti no matter how small, is unacceptable;
- check the above is undertaken and address if it is not;
- quickly act upon any graffiti by ensuring the students are sanctioned and parent/ carers are informed;
- ensure any graffiti is covered or the content or the work is written out again – this will depend on the nature of the graffiti etc.

L. Training and development for Curriculum Intent & Implementation

We recognise that delivering training in itself is a significant learning opportunity as this involves teachers engaging with the latest research and organising how to train others in understanding how they can embed this in their own practice. Most training, therefore, is delivered by both middle leaders and teachers ranging in experience. The role of the senior leadership team is to support this by sharing and sign-posting up-to-date evidence based-research and ensure the training addresses the school's priorities and reflects the needs of the staff. In organising the training, the teachers will also share their ideas and resources with a member of SLT so they can draw upon the bigger picture and make connections they may not necessarily have had the opportunity to identify.

The whole-staff teacher training for the academic year 2023-24 will focus on teachers reviewing their own practice in light of our teaching and learning policy as well as allowing for opportunities for teachers to collaborate and foster a passion for learning about teaching.

The role of Faculty Assistants

Part of the Faculty Assistant's role is to deliver faculty interventions to students who have been identified as needing these and covering lessons for absent staff in the faculty. It is therefore, crucial that teaching assistants participate in all teacher training and development so they are able to implement this policy successfully.

See *Early Career Teachers Policy 2023-24* and *Staff Development Policy 2023-24* for further information.

M: Mentoring and Coaching for Effective Teaching and Leadership

In some cases, teachers may feel the need for additional CPD with a mentor/coach and on such cases, the school will offer a mentor or coach. In some cases, middle leaders and/ or senior leaders will identify that a teacher needs additional CPD with a mentor/coach as they are not fully meeting the teaching standards. In such an instance, they will be assigned a mentor/coach (usually the Head of Faculty or a faculty teacher who has expertise or leadership position). In this instance, a teaching mentoring form will be used to record the teacher's progress towards meeting the teaching standards as well as CPD received. If there is no evidence of progress towards meeting the teaching standards (from observations) within ten teaching weeks, then formal capability procedures will be followed. If there is evidence of teaching standards being met (from observations) then another six teaching weeks of mentoring/coaching takes place and then an observation to determine if teaching standards have continued to be met. If the teaching standards have not been met, then formal capability procedures will be followed (*see separate policy*). If the teaching standards have been met, then the mentoring and coaching has been successful and will end.

In the case of mentoring and coaching due to not meeting the teaching standards, the mentor/coach will undertake at least weekly observations (with student voice and work scrutiny) in order to develop the mentee's teaching and learning.

Mentoring/ Coaching of Leaders (senior, middle or subject leads)

If a teacher, who has not met the teaching standards, is also a leader (senior, middle or subject lead) then they will also have additional support (mentoring and coaching) for leadership. This is based on the premise that to be an effective leader then one must meet the teaching standards. A leadership mentoring form (in addition to the teaching form) will be used to record the teacher's progress (and CPD given) towards meeting the leadership targets set by their mentor/coach. If there is no evidence of progress towards meeting these targets within ten teaching weeks, then formal capability procedures will be followed. If there is evidence of meeting the teaching standards, then another six teaching weeks of mentoring/coaching takes place and then a meeting to determine if all targets and teaching standards have continued to be met. If all have been met, then the mentoring and coaching has been successful and will end. If not, then formal capability procedures will be followed.

N: The Monitoring, Reviewing and Follow-up for Teaching & Learning

The Monitoring, Reviewing and Follow-up (M-R-F) of Teaching & Learning will:

- prioritise the follow-up action/ CPD taken by those accountable (senior and/or middle leaders) for improving the quality of T&L for that subject area;
- identify and prioritise the subject areas and teachers that need the most improvement so that training resources are used efficiently and effectively;

- identify subject areas and teachers that have strong progress so that best practice can be shared and valued;
- feed into the school's CPD schedule so that all training needs are met;
- have the overarching aim to achieve the school's KPIs (key performance indicators) by addressing the school's priorities.

The M-R-F cycle will be placed on the staff calendar for middle leaders (HoFs and HoDs) to implement and for senior leaders to quality assure and provide training for middle leaders. The purpose of this M-R-F, is to give Heads of Faculty (HoFs) and Heads of Department (HoDs) a structured monitoring and review cycle with follow-up actions. These follow-up actions include: faculty or subject based training and development; whole-school training (if trends of whole-school training gaps are identified) and individual teacher mentoring or coaching.

Please see *M-R-F Guidance 2023-24* for additional information.

The data collected will include:

- analysis of students' tracking data for each teacher;
- learning walks of a range of lessons per teacher with the criteria being meeting the teaching standards and by effectively implementing this policy;
- for teachers who are being mentored and coached, lesson observations;
- scrutiny of students' work focusing on the accuracy and effectiveness of teachers' summative and formative feedback;
- scrutiny of teachers' planning and schemes of work being used to inform this (particularly if there are concerns regarding students not making rapid and sustained progress);
- student voice data used to ascertain rate of progress as well as the extent to which effective leaning routines and high, challenging expectations are embedded.

Middle Leaders will:

- collect teaching & learning data comprising of work scrutinies, learning walks, student voice and lesson observations of their faculty;
- undertake follow-up training and actions based on this data;
- follow the Monitor-Review-Follow-up (M-R-F) schedule;
- train the jointly with the Heads of Department (HoDs) they line manage so they can accurately undertake the M-R-F schedule;
- will ensure any teacher not meeting the teacher standards or this policy, will have clear direction of what they need to do in order to meet these and be given the training and support;
- follow the actions outlined in the 'Mentoring & Coaching for Effective Teaching' section of this policy.

Senior Leaders will:

- support HoFs in using the T&L data to plan training and actions for their faculty;
- use the data to plan whole school CPD needs and identify the expert teachers who can be involved in delivering this;
- quality assure the T&L data through joint learning walks, work scrutinies and student voice; and
- support the Head of Faculty with mentoring any teachers who fail to meet the teaching standards for the faculty or faculties they line manage.

Senior Leader responsible for teaching & learning will:

- have an overview of the quality of T&L in order to support senior and middle leaders with identifying and knowing where teaching and learning is strongest and weakest so that:
 - teachers can be accurately directed to another teacher who demonstrates strong practice in the area(s) they need to develop;
 - mentoring and coaching is directed at the teachers who need this the most;
 - monitoring along with day-to-day check-ins (e.g. support with starting the lesson such as lining students up silently outside the classroom), is directed at the teachers who need this the most;
 - CPD is differentiated to suit all levels of learners and their needs;
 - the quality of teaching and learning can be accurately judged against external criteria.

O: The Mentor Time Curriculum

The mentor time curriculum is fundamental to subject specific curriculum as it ensures students are ready to learn and, as it sits at the start of the day, it must be used to establish high expectations for positive learning behaviours. The outcomes and potential barriers student face outlined in section A are applicable to the mentor time curriculum.

To overcome the barriers of a lack of sense of belonging, low confidence (and ability) with reading and lack of revision skills, a mentor's responsibility includes:

- striving to build strong relationships with their mentees as this is the first point of pastoral contact for many students;
- supporting the academic and social progress of mentees by implementing mentor time reading and revision programmes;
- effectively delivering aspects of a pastoral programme;
- liaising with parents and carers;
- acting as a link between pupils and teachers, parents and teachers, and sometimes between teachers or departments.

Positive Learning Behaviours

The pastoral curriculum, combined with the academic curriculum, will reinforce positive learning behaviours of:

- High self-efficacy, or self-belief, is associated with better performance, more persistence and greater interest in work;
- Highly motivated children (linked to tenacity) driven internally and not by extrinsic rewards show greater levels of persistence and achievement;
- Good self-control (or self-regulation, the ability to delay gratification) is associated with greater attainment levels; and
- Having good coping skills (part of being able to bounce back) is associated with greater well-being.

(From EEF & DfE Combined Research, Character Building: Key Traits of Effective Learners, 2019).

See *Mentor Time Curriculum 2023-24* for further information.