



**LEARNING, TEACHING & ASSESSMENT FRAMEWORK**

<b>TEACHING, LEARNING &amp; ASSESSMENT</b>
<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>✓ Place lessons in context of prior and future learning and assessment.</li> <li>✓ Teach primarily “to the top” and ensure every student can access the learning</li> <li>✓ Present new material in small steps using clear and detailed instructions and explanations.</li> <li>✓ Provide opportunities for high level thinking and practice after each step.</li> <li>✓ Guide students as they practise by “thinking out loud” and modelling steps.</li> <li>✓ Provide examples and models of worked-out problems and exemplar exam work (and the steps to them).</li> <li>✓ Provide frequent opportunities for high level extended writing, discussion and problem solving.</li> <li>✓ Provide students structures to help them ask questions to stretch or deepen their understanding.</li> <li>✓ Use the Brain, Book, Buddy, Boss model (or similar) to encourage students to solve problems themselves or collaboratively before asking the teacher.</li> </ul> <p>Use questioning to:</p> <ol style="list-style-type: none"> <li>(a) Check for understanding of processes and instructions.</li> <li>(b) Push students to think more deeply, develop their ideas and make more complex connections (e.g. using a Blooms model).</li> <li>(c) Confirm what students have learned.</li> <li>(d) Assess the learning and responses of <u>all</u> students within the lesson.</li> <li>(e) Adapt the lesson and/or instructions and re-teach elements if necessary.</li> <li>(f) Provide regular feedback and corrections.</li> </ol> <p>In general teachers use questioning approached to ensure all students think and participate eg: hands down, pose-bounce-pounce.</p> <p>Teach students how to learn and revise in their subject areas e.g.</p> <ol style="list-style-type: none"> <li>(a) over-learning techniques</li> <li>(b) learning off by heart</li> <li>(c) effective internet research</li> <li>(d) planning and checking essays</li> <li>(e) using mark schemes</li> <li>(f) working collaboratively</li> </ol> <p>Use every opportunity to teach, model and/or promote literacy and numeracy.</p> <p>Use every opportunity to promote and develop personal, social, moral, spiritual and cultural education.</p>

<b>BEHAVIOUR FOR LEARNING</b>
<p><b>Teachers help students to develop excellent behaviours for learning. They:</b></p> <ul style="list-style-type: none"> <li>✓ Arrive on time and equipped for lessons.</li> <li>✓ Settle to activities quickly.</li> <li>✓ Have pride in their work and their achievements.</li> <li>✓ Move through routines smoothly, with no time wasted.</li> <li>✓ Work respectfully and productively with others.</li> <li>✓ Have highly effective independent leaning skills.</li> <li>✓ Work is completed neatly and books/folders are kept in good order.</li> <li>✓ Have stamina and resilience to cope with extended writing, discussion and problem-solving.</li> <li>✓ Use their books and other resources to help them plan and complete work.</li> <li>✓ Use active feedback comments, mark schemes, VLE resources and PLCs to help them plan and complete their work.</li> <li>✓ Complete all DIRT activities fully.</li> <li>✓ Use skills and knowledge from other subjects to inform their work.</li> <li>✓ Can select the most appropriate way of working and resources for them so they learn effectively.</li> <li>✓ Can model excellent leaning behaviours to others.</li> </ul> <p>Ask questions of their peers and the teacher which help them develop their understanding.</p> <p>Have effective strategies for:</p> <ol style="list-style-type: none"> <li>(a) learning off by heart</li> <li>(b) researching on the internet</li> <li>(c) planning and checking essays/assignments</li> <li>(d) using mark schemes</li> <li>(e) working collaboratively</li> <li>(f) working independently</li> <li>(g) revising</li> <li>(h) note taking</li> </ol> <p>Show strong literacy and numeracy skills in all subjects (as appropriate).</p> <p>Review their learning in each subject at the end of each week.</p> <p>Where appropriate students are expected to keep PLCs up to date.</p>



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**ROUTINES & BEHAVIOUR MANAGEMENT**

At the start of lessons:

- Students put homework diaries and equipment for lessons on desks.
- There is a uniform/kit check
- Students settle quickly to a purposeful and calm activity (this will be DIRT at least every 2-3 weeks).
- A register is taken within the first 10 minutes of the lesson.
- Students who are late are asked to write their reasons in the teacher's late book.

There are established routines for regularly used activities.

Students are praised personally and specifically.

Half termly reviews of their progress data (linked to reports) and/or PLCs.

Disruption of learning is not tolerated and the Behaviour Policy is followed consistently.

At the end of lessons:

- There is a uniform check
- Students are asked to stand behind their desks and are dismissed formally

**HOMEWORK**

Students have homework for every subject every week (30 mins/subject in Foundation#, 40 minutes/subject in KS4).

*#There is no homework set for Core PE. In Foundation Drama and Music there is occasional homework as appropriate.*

In KS5 students are set ca 4 hours per subject (in addition to their Supervised Study Time allocation)

Every week students are expected to review the past week's work and/or PLCs.

Homework will include a variety of activities including:

- rote learning\*
- answering questions
- extended/essay writing
- research (for consolidation or extension)
- problem solving
- preparation for the next lesson
- reviewing/mind mapping a topic
- revision for assessments or examinations
- flipped learning

*\*This is scheduled regularly for each subject and students will be expected to reach the agreed pass mark or re-do the test.*

The setting of homework and the clarification of expectations and deadlines are given enough time during the lesson.

Homework may be marked by the teacher or by students in class, or it may be used as part of learning in the next lesson.

**PLANNING**

1. Lessons are planned in line with the department's scheme of work and scheme of assessment so they are part of a continuum of learning.
2. Teachers use information from summative and formative assessments and about the needs of individuals to ensure that lessons/activities are adapted to meet the needs of all students and to ensure there is stretch and challenge for all.
3. In designing lessons, teachers plan
  - Learning success criteria which are clear and ensure progress over time for all students.
  - Clear outcomes that the students must demonstrate to show that they have met their personal success criteria at each stage of the lesson (and therefore over time).
  - A series of episodes which effectively engage every student and ensure they meet their personal objectives.
  - Assessment activities and/or questioning to check that students are progressing through the lesson and meeting their objectives.

**ACTIVE FEEDBACK**

Teachers provide written active feedback in line with their department policy (typically once every 2-3 weeks).

Other types of feedback may also be followed by DIRT sessions (eg: self- or peer assessment).

Active feedback confirms:

- (a) What the student is doing well
- (b) Where they are in relation to their target grade
- (c) Some specific activities the student must do to improve
- (d) Activities to improve literacy and/or numeracy as appropriate

Active feedback is always followed by a formal DIRT session (with clear routines).

Where appropriate DIRT sessions include a PLC review.

Sporadically teachers will do a book/folder check in class to ensure that students are organising and presenting their work appropriately.