



THE CATHOLIC HIGH
SCHOOL, CHESTER

CHRISTO FIDELIS

TEACHING AND LEARNING POLICY

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TEACHING AND LEARNING POLICY

*“I will instruct you and teach you in the way you should go;
I will guide you with My eye.” Psalms 32:8*

Vision

We strive to be an exceptional school, which is inclusive and progressive, where everyone matters and everyone achieves. We recognise that our students are made in the image and likeness of God and therefore are all unique and valued. Guided by the principles of Catholic social teaching, we recognise the inherent dignity and worth of every individual, valuing their unique contributions to our community. We firmly believe that education is transformational and understand that it is our role to support all of our students to succeed.

We are committed to providing students with whatever support they need to ensure they make the progress necessary for them to achieve success and reach their full potential. Inspired by Catholic social teaching's emphasis on solidarity and the common good, we work tirelessly to ensure that no student is left behind. We are relentless in our efforts to remove barriers to learning for all students and believe that positive relationships, between staff and students, is key to achieving our aims. We encourage a culture of respect, empathy and compassion, fostering a sense of belonging and empowering students to thrive academically and personally.

Rooted in the Catholic belief in the transformative power of education, we want to inspire our students to be confident and open-minded through exceptional teaching in a caring and supportive environment. We want them to be curious and develop a thirst for knowledge, a love of learning and to become self-reflective learners. In line with Catholic social teaching's emphasis on human flourishing and the pursuit of the common good, we believe that by nurturing resilience and fostering a positive mindset, our students will be better equipped to overcome challenges, achieve their potential, and make meaningful contributions to the world around them.

Aims

Students at The Catholic High School are entitled to:

- Enjoy their education ○ This aligns with the Catholic social teaching of the common good with its emphasis on wellbeing and the flourishing of all individuals in society. In striving to ensure that students enjoy their education, we recognise that when students experience joy and fulfilment in their learning, they are more likely to become active and engaged participants in society, contributing to the common good.
- Have access to a curriculum that gives them opportunity to achieve and exceed their potential ○ The principle of human dignity calls for ensuring equal opportunities for all individuals. Our curriculum recognises and supports the diverse needs, abilities and interests of our students. By providing a well-rounded and comprehensive education, we enable students to develop their unique talents, fulfil their potential and exceed their own expectations.
- Learn how to become good citizens, who take responsibility for their actions and demonstrate respect for others and the world around them.

○ This aim is rooted in the Catholic social teachings of solidarity, stewardship, and the option for the poor. We strive for our students to become good citizens, cultivating a sense of solidarity, stewardship, and concern for the marginalised. In doing so, we guide our students to act with justice, respect and care towards others and the world.

- Feel safe, secure and confident in their learning environment. ○ *By creating an educational environment that fosters joy and a love for learning, we uphold the principle of human dignity and dignity of work. We prioritise the safety and well-being of our students to create a learning environment free from harm or fear.*

Teaching Principles

“I can do all things through Christ who strengthens me.” Philippians 4:13

Effective learning is when students:

- Are fully engaged in the learning process, with the classroom teacher facilitating challenge with exciting opportunities and excellent resources that help develop new and transferrable skills.
- Are provided with clear success criteria, modelling and scaffolded learning opportunities. Learning is structured in order for them to achieve, participate and progress.
- Are familiar with measurable success criteria and how to meet it in order for them to progress further and reach their full potential.
- See that success is celebrated and are informed of their progress and rewarded accordingly.
- Have lessons which are tailored to meet their individual needs.
- Have opportunities to review what and how they have learned and are able to articulate this.
- Are challenged, not afraid to take risks in their learning and are willing to learn from their mistakes.
- Understand where they are now and how they can improve.
- Have respect for the learning of others and take pride in their work.
- Know how to revise effectively in order to achieve success.
- Have excellent Attitude to Learning (ATL) and are engaged, motivated and excited about their learning.

Equipping our students with the necessary skills to learn is vital in order for them to achieve success. In order to do this, we have some core teaching strategies which are at the heart of teaching and learning in our school. These are split into the different sections identified below:

- Planning
- How students learn
- Classroom Pedagogy
- Behaviour and Relationships

Further information about these teaching strategies can be found in Appendix 1.

Feedback and Assessment

“Think over what I say, for the Lord will give you understanding in everything.”

2 Timothy 2:7

Feedback

The purpose of feedback is to ensure that students are equipped with the necessary information to improve their work. It is central to the learning process and is a clear way of demonstrating progress over time.

Academic research indicates that providing feedback is one of the most effective ways of improving students' learning. Whilst it is recognised that 'marking' is a key part of a teachers' role, it is important to note that written marking is only one form of feedback. Providing plenty of feedback during the lesson, whether verbally on an individual basis or to the whole-class, can be more appropriate and immediate and therefore have a bigger impact in accelerating the learning journey for each student.

Student books will be reviewed regularly by classroom teachers. Teachers will look at books to inform future planning and provide immediate, fast and effectively planned feedback activities. However, we do not expect each piece of work to be marked or work to receive a tick on completion. As such, there will be pieces of work unmarked in student books.

Feedback will be specific to each subject and the specific task that students have carried out. As such each department has completed a 'Department Feedback Expectations'. This sets out the frequency of feedback; how feedback will be given and what will be seen in students' books. These expectations are reviewed at the start of each academic year by each department and can be found in the Curriculum area of our website.

Metacognition is the foundation on which feedback is based. When students respond to feedback, they will do so primarily in red pen. This is to allow both them and the classroom teacher to see the improvements they have made and assist with future pieces of work. Whilst we do not specify which colour teachers should mark in, they will not use black, blue or red pen.

In order to maintain our high expectations for developing literacy across the school, literacy codes will be used to highlight errors. At The Catholic High School, we use COPS.

COPS stands for:

- C Capital Letters
- O Organisation
- P Punctuation
- S Spelling

It is expected that regular COPS checks will be taking place within lessons – this may be done by the teacher, TA or by students themselves. Errors will be highlighted and the type of error indicated by the appropriate COPS code letter. These are then corrected, either by the teacher or the student. When completing any extended piece of writing, students are to be encouraged to review for COPS errors and correct their work.

During any marking of work, teachers will highlight literacy errors. Feedback may include a literacy focus, along with time to do any corrections.

It is expected that tier 3 vocabulary is always spelt correctly and that staff are addressing the misspelling of any subject specialist vocabulary.

Depending on the needs of individual students, teachers may be strategic about how many errors are highlighted/corrected, in order to prevent demoralisation.

There are a variety of feedback strategies used in school. Some of these can be found in Appendix 2.

Assessment

Assessment is the process designed to determine what a student knows, understands and what they can do. It helps to indicate how much progress they have made and how they can make further progress. Assessment takes two major forms, formative and summative.

Formative Assessment

We use the general term assessment to refer to all those activities undertaken by teachers that provide information to be used as feedback to modify teaching and learning activities. Such assessments become *formative assessment* when the evidence is used to adapt the teaching to meet the student needs.

Formative assessment takes place on a continuous basis, during all aspects of learning.

Summative Assessment

This may take a number of forms, but always takes place at the end of a unit of work, year, key stage or course. Its purpose is to show what a student has achieved and attained during the period of study.

This information is used in a number of ways:

- To gain qualifications, e.g., GCSE, A Level
- Reporting to parents
- To inform our school self-evaluation processes

Each department has an assessment plan with summative assessment taking place at the end of each unit.

School Examinations

The dates of internal school examinations are published on Firefly. Revision lists are also published on Firefly at least 6 weeks prior to the examination.

- Students in years 7-9 sit formal exams once a year.
- Students sit formal exams at the end of year 10 and there are mock exams in Year 11.
- Students sit formal exams at the end of year 12 and have a period of mock exams during Year 13.

Tracking

Students are tracked three times a year and this is sent home via Firefly. All students are set ambitious target grades based upon prior attainment. In addition, there will be one evening a year for each year group to meet curriculum staff to review progress.

Years 7, 8 and 9

Students receive target bands in each subject based on prior attainment which is linked to their GCSE targets

Attainment Band on Tracking	Nationally students in this band have achieved the following GCSE results
1	7 and above
2	4-6
3	3 and below

Assessment grids have been produced by each subject linking these target grades to each subject skill. You can find these subject assessment grids on our school website in the Curriculum area.

Years 10-11

In year 10, students receive a GCSE Minimum Target Grade (MTG) which they carry into year 11.

GCSEs are graded 9-1, with 9 being the highest.

Sixth Form

In year 12, students receive an A Level target grade A*-E which they carry into year 13.

Setting

Ensuring students are placed in appropriate groups is crucial to enabling students to excel.

The majority of teaching, in our school, takes place in mixed ability groupings. We have retained setting in Mathematics (from year 9) and Science (from year 8), informed by the tiered assessment approach that has been retained by examination boards at GCSE. In English and RE there is banding based on social setting rather than purely academic setting for Years 10 and 11.

Learning outside the classroom

“Be very careful, then, how you live — not as unwise but as wise, making the most of every opportunity” Ephesians 5:15-16

Homework

The aim of homework is to support students to further develop their learning outside of the classroom. Each department will set homework in accordance with their department homework plan.

Having been explained to students during the lesson, all homework will be set as a task on Firefly so that students and parents are aware of what needs to be completed. Students will be told on Firefly where they are to submit their homework, whether online or in class.

Parents can access Firefly through ‘Parents Firefly’. This allows parents to monitor homework that has been set as well as check on student progress.

It is expected that all student’s complete homework. All non-completion of homework will be recorded on to SIMS and communicated home to parents via SIMS in touch.

To ensure that students are able to manage their workload, all homework will have a deadline of at least 1 week to complete.

Absent Students

We have high expectations for attendance and expect students to be in school. However, we do appreciate that sometimes there are genuine reasons why students are absent from school. It is imperative that students do not fall behind or have gaps in their learning. With this in mind, summaries of missing work will be provided to ensure that students do not have gaps in their books and are able to recap on the work that was missed. The summary will be provided by the classroom teacher and will have the heading 'Absent Student – *Topic Title*'. The summary will consist of no more than 5 bullet points and will be given to the student to stick into their book.

Students who are absent can also access Firefly to help catch up on missing work.

Monitoring and Evaluation

“There is a time for everything, and a season for every activity under the heavens”

Ecclesiastes 3

Teaching and learning will be monitored across the school to make sure that all of our students make the best possible progress from their starting points.

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school.
- To monitor and evaluate the progress of students.
- To evaluate the performance of classroom teachers and ensure that high standards of professional performance are established and maintained.
- To identify training needs across teaching and support staff and drive the CPD programme.

The Curriculum Leaders of Learning (CLLs) and Senior Leadership Team (SLT) and will monitor and evaluate the impact of teaching on student's learning through:

- Conducting Learning Walks
- Works Samples
- Monitoring Visits
- Analysis of tracking and results
- Gathering input from student voice and teacher questionnaires

New Members of Staff

All new teaching members of staff will have a formal lesson observation conducted during their first term, by a member of SLT.

Expectations

“For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope.” Jeremiah 29:11

Book Expectations

So that all students understand the learning journey for each subject, unit signposts will be provided and evident in all books. Alongside this, we have clear expectations for how books should be presented. A book expectations sheet (Appendix 3), should be present in every student book/folder.

Books and folders are used by students to help recap on material and understand their learning journey. As such, they should be kept at home by students and not left in school.

The role of individuals

Teaching and learning in our school is a shared responsibility. We firmly believe that everyone in our school community has an important role to play.

Students at The Catholic High School will:

- Take responsibility for their own learning and support the learning of others.
- Meet expectations for excellent behaviour for learning at all times.
- Ensure that their books are kept neat and tidy and are brought to every lesson.
- Attend all lessons on time and be ready to learn, with all necessary equipment.
- Be curious, ambitious, engaged and confident learners.
- Understand their targets and how to improve in order to maximise their progress.
- Always put maximum effort and focus into their work.
- Complete homework activities on time.

Parents and Carers of students at The Catholic High School will:

- Encourage their child to take responsibility for their own learning.
- Value learning and encourage their child as a learner.
- Make sure their child is ready and able to learn every day.
- Support excellent attendance.
- Engage in discussions about their child's progress and attainment in order to help maximise their potential.
- Support and give importance to homework via the Firefly system.

Teachers at The Catholic High School will:

General Expectations

- Follow the expectations and professional conduct as set out in the Teachers' Standards as well as those set out in this policy.
- Implement the curriculum as outlined in the department curriculum plans (available on our website) to allow students to develop academically and personally.

Planning

- Have clear strategic planning which allows the curriculum to be dynamic and accessible to all students.

- Plan lessons that enable and challenge students to learn key knowledge exceptionally well across the curriculum with clear objectives, success criteria and challenges to reach their potential and beyond.
- Use the information gained through marking, assessments and other available data, to adjust future teaching and learning strategies in order to raise achievement.
- Classroom teachers should know:
 - Who the SEND students are in their class.
 - What their main area of need is.
 - What they are doing that is different from or additional to for that student.

Classroom Routines

- Ensure that the classroom is neat, tidy and a stimulating environment that promotes high standards and allows students to flourish.
- Establish a good routine at the start and end of each lesson: greeting the students at the door, using a seating plan (which also identifies PP and SEND students), taking a formal register in the first 10 minutes of the lesson and circulating the room throughout the lesson. At the end of the lesson, the teacher will be at the door to send students onto their next lesson.
- Be accountable for, and consistently practise, the Behaviour Policy.
- Have consistently high expectations of themselves and of all students by ensuring that they adhere to the school's core values.

Teaching and Learning

- Make students aware of how learning fits into the big picture.
- Scaffold students' learning through modelling.
- Work closely with Teaching Assistants and other adults to ensure all students can access the curriculum and make progress.
- Systematically and effectively check students' understanding using a variety of retrieval and Assessment for Learning (AfL) strategies. Teachers should anticipate where they may need to intervene to consolidate learning.
- Set appropriate homework/revision in line with department plans in order to help students reinforce and extend what is learned in school. This should be set as a task on Firefly.
- Publish revision materials on Firefly and set as a task at least 6 weeks in advance of Mock/End of year Examinations.
- Follow the revision and literacy focuses as set out on each department curriculum plan.

Assessment, Feedback and Monitoring

- Monitor students' progress through rigorous assessment, revision and reviewing class data.
- Intervene and support students who are falling behind and not achieving their full potential.
- Log interventions for all PP students and those who are below their target grade on each round of tracking.
- Ensure that feedback is effective allowing students to progress and make significant improvements in their learning.
- Ensure that high standards of literacy are evident by checking students work for 'COPS'.

Teaching Assistants at The Catholic High School will:

- Assist the classroom teacher in promoting the values of the school and insist on the highest standards of behaviour and Attitude to Learning (ATL) in the classroom.
- Reflect on their own practice and seek ways to improve.
- Ensure that their subject knowledge and understanding is relevant and up-to-date by reflecting on their own skills, liaising with subject teachers/CLLs and by identifying relevant professional development to improve their effectiveness.

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase the achievement and progress of all students.
- Communicate effectively with students in order to adapt to their needs and support them with their learning.
- Work alongside class teachers to keep other professionals accurately informed about the performance and progress or any concerns they may have about the students they work with.
- Understand their responsibility to share knowledge to inform planning and decision making within the classroom.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues.
- Communicate their knowledge and understanding of students to relevant school staff so that informed decision making can take place on intervention and provision.
- Support students in order to help maximise their potential.

Curriculum Leaders at The Catholic High School will:

Curriculum

- Help create well-sequenced, broad and balanced curriculums that build knowledge and skills.

Monitoring

- Monitor that standards are reached through the whole school monitoring and evaluation processes.
- Ensure that members of their department are following this policy and challenge those who are not.
- Use work sampling to ensure that what is being taught fits into department curriculum plans, to ensure there is quality teaching and learning over time, and to evidence that feedback strategies and regular assessment as well as common assessments are taking place.
- Following learning walks and work sampling complete department reviews which are discussed with the link LT and reviewed by the AHT T&L. At link meetings agree strategies to raise standards and deal with any issues identified.
- Liaise with AHT T&L to put together a support programme for any teacher who is considered not to be reaching the teacher standards.
- Monitor students' work by regular sampling of homework, classwork, students' responses and attitudes in order to make a comparative evaluation of students' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement.
- Review department members' seating plans to ensure they are strategic and include the correct information.

Senior Leaders at The Catholic High School will:

- Lead, support and advise CLLs through regular Link Meetings.
- Evaluate and monitor the impact of teaching and learning with CLLs.
- Celebrate excellence and address underperformance.
- Plan and evaluate strategies to secure high-quality teaching and learning across school.
- Monitor the quality of teaching and learning through the monitoring and evaluation process.
- Act on information provided by Student Voice.
- Manage resources to support high-quality teaching and learning.
- Monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge. • Address underachievement and intervene promptly.

Governors and Trustees at The Catholic High School will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on students' progress.
- Monitor and review the Teaching and Learning Policy and its practice through Governor Visits and reports from the Headteacher and other Senior Leaders.

The following policies should be read in conjunction with this policy

- Appraisal Policy
- Behaviour Policy
- Capability Policy

Glossary

Assessment	The process designed to determine what a student knows, understands and what they can do.
CLL	Curriculum Leader of Learning
Feedback	Information given to the students about their performance. It aims to improve the students learning.
Lesson Planning	This is the teacher's strategy for a particular lesson. It will include what students are supposed to learn and how they will achieve it. The planning will take into consideration the needs and prior learning of the students.
Metacognition	This refers to an individual's ability to plan, monitor, evaluate, and make changes to their own learning behaviours in order to confront challenges more effectively.
Modelling	This is an instructional strategy in which the teacher introduces a new concept or approach to students by describing each step with a rationale.
Pedagogy	This refers to the method and practices of a teacher.
Retrieval Practice	Retrieval practice refers to the act of recalling learned information from memory, with no or little support. Every time that information is retrieved, or an answer is generated, it changes that original memory to make it stronger.
Scaffolding	This is temporary support given by teachers to students to help them successfully complete a task. An example of this could be a writing frame or sentence starters. Once the teacher is confident that the student can complete the task independently, then the support is removed.
Senior Leadership Team (SLT)	Comprises of the Headteacher, Deputy Headteacher and Assistant Headteachers
SIMS in Touch	Computer generated email system for parental communication

Appendix 1

Planning

Planning for learning is a process which enables the delivery of high-quality lessons, enabling all students to learn. It is therefore key, that all teachers are clear and precise about the knowledge and skills that they want students to learn in every lesson.

Learning Objectives/Key Learning

To ensure that all students are able to make progress, it is important that the teacher, students and any additional adults are all clear about the key learning that will take place in a lesson. To enable this to take place, the classroom teacher should make the learning objectives/key learning explicit to students. There is no expectation that they need to be written down, but all students present should be able to explain what the key learning of the lesson is.

Teacher Planning Each department must have schemes of work in place to assist teacher's individual lesson planning. These should be saved in the subject folder on the U Drive so that it is accessible to all staff in the department. Schemes of work should be clearly indicated on the Department's Curriculum Map, which is published on the school website.

When planning a lesson, teachers should be clear where this fits into their subject's overall curriculum. This includes being aware of what prior knowledge is required to be learnt before a lesson is taught, and when they will retrieve the key learning of a lesson in the future.

We do not expect teachers to produce individual lesson plans.

Planning to meet the needs of all students

In order to plan effectively, teachers are expected to know the profile of the students they teach and must have knowledge of student's prior attainment and any specific needs. This would be achieved through looking at students' data, SEND student profiles, information on Provision Mapper, including the three specific strategies for each SEND student in their class, and any further updates from the pastoral team.

High quality teaching is fundamental for meeting the needs of SEND students. Additional support should be carefully planned to ensure a quality first approach which meets the needs of all students and maximises the use of any additional adults in the classroom. Teachers should incorporate the five send strategies identified by the EEF regularly into their lessons.

All classroom teachers should have an understanding of the four broad areas of SEND needs. This includes the characteristics associated with each area and associated strategies.

Classroom teachers should know:

- Who are the SEN students in their class.
- What their main area of need is.
- What they are doing that is different from or additional to for that student.

Seating Plans

Every class must have a seating plan with a rationale that can be explained by the classroom teacher. There is no set proforma for the seating plan, but it is expected that the seating plan would identify any SEND, Pupil Premium (PP) and EAL (English as an additional language) students. During the agreed monitoring process, a copy of the seating plan should be given to the member of staff conducting the monitoring.

How students learn

Providing students with an understanding of the learning process and how to shape their learning behaviour has been proven to accelerate progress. Alongside this, revisiting past knowledge and skills at frequent intervals enhances students long term knowledge. These two core principles are the foundation on which we build teaching and learning within our school.

The two core principles for this are 'Metacognition' and 'Retrieval Practice'.

Metacognition

The term metacognition refers to an individual's ability to plan, monitor, evaluate, and make changes to their own learning behaviours in order to confront challenges more effectively.

We strive for our students to become metacognitive learners who have knowledge and control over cognitive skills and processes. This enables them to understand how learning happens, and to actively and independently apply this understanding to help them learn in the most effective way.

Metacognitive talk is used by all teachers to explicitly show students how an expert approaches a problem, with activities allowing them to self-reflect, identifying common errors and misconceptions.

Retrieval Practice

Retrieval practice refers to the act of recalling learned information from memory, with no or little support. This is important as every time that information is retrieved, or an answer is generated, it strengthens the original memory.

To ensure our learners continue to develop their skills and knowledge, retrieval practice is evident across the school and takes place frequently in lessons.

Classroom Pedagogy

Classroom pedagogy refers to the method and practices of a teacher. It is how they approach their teaching style, and relates to the different theories they use.

Within a classroom setting, we would expect to see the following over a series of lessons:

Explaining and Modelling

Teachers make use of modelling to build learners' understanding and expectations. Explanations are clear and allow students to progress and strengthen their learning.

Questioning

Teachers ask a range of different questions, using a range of styles including 'cold calling' and 'think, pair, share'. This fosters a safe environment where students actively participate in class discussions.

Scaffolding

Teachers plan for excellence and put in place scaffolds to support learners at different starting points. Over time, the scaffolds are removed in line with the students' confidence and application improving.

Additional Adults

Teachers use additional adults in the room effectively to support students.

Teacher Knowledge

The classroom teacher displays deep knowledge and understanding of the subject and is able to deal with misconceptions.

Definitions of each of these can be found in the glossary.

Behaviour and Relationships

Classroom teachers will follow the school's behaviour policy which is outlined on the school's website.

Appendix 2

1. Live Feedback

Teachers will check students learning during the lesson whilst the students are working and provide instant feedback. Teachers should ensure that they check the understanding of underachieving and vulnerable students, using their seating plans to guide them.

Live sampling involves the use of a visualiser. Students' work is selected and shown live to the class. The teacher or student may talk through the work live, and the other students may be asked to identify strengths or areas for improvement.

This feedback is immediate and challenges misconceptions helping students make progress. There should be metacognitive engagement i.e. the students' use of red pens to act upon the feedback.

2. Front-end feedback

Teachers use their subject expertise to identify/anticipate misconceptions in advance. This is a fundamental part of lesson planning. Students can plan for this by listing in red pen the key areas to watch out for before starting the task.

Teachers also provide students with success criteria and model excellence.

There should be metacognitive engagement i.e. the students' use of red pens to make notes.

3. Register feedback

At the start of the lesson as the register is taken individual students share with the class some of their learning or a small section of their work as directed by the teacher. Immediate feedback is then given by other students or the teacher. This enables teachers to identify any issues, misconceptions and strengths, providing the teacher with an overview of the classes' ability in a particular area. This will inform the next steps in the lesson or the teacher's future planning.

There should be metacognitive engagement i.e. the students' use of red pens to add notes/correct.

4. Strategic sampling

Sampling to inform planning: the teacher selects five books and uses a five-minute 'flick' review (no marking) to inform next steps in the next sequence of teaching and learning.

There should be a review of books from every class in accordance with the department feedback expectations which will inform planning. This will provide evidence of teacher review and input.

Teachers should ensure that they regularly include underachieving and vulnerable students in their strategic sampling.

If relevant whole class feedback sheets will be used to record and communicate the feedback to all students.

There should be metacognitive engagement i.e., the students' use of red pens to add notes/correct.

5. Quick check

All books are collected in open on the work to be reviewed. The teacher reads all responses or ticks for exams. Notes are made using a whole class feedback template. A grade can be given on each piece of work if required.

There should be metacognitive engagement i.e., the students' use of red pens to add notes/correct.

6. Student self-regulation

Students are taught strategies to plan and evaluate their work so they become adept at monitoring and directing their own learning. Students check their own work against set success criteria and model answers, and amend using a red pen to make improvements.

7. Questioning and exploratory talk

Teacher's direct questions at selected students to gauge their understanding and draw out their understanding. Teachers ask questions and give hints rather than providing answers. Effective questioning can involve such strategies as allowing sufficient time for student responses, replying to questions with additional questions, seeking to understand the logic and rationale of students' responses, encouraging the connection of points and treating all answers as needing further development. Open questions are asked, designed to promote inquiry and reasoning, encourage thinking and move learning forward. Students and teacher listen to each and build on each other's contributions.

There is also the expectation that students end of unit assessment will be a summative assessment. Students will respond to feedback in red pen. Staff may use department marking sheets for feedback. Staff are expected to record these assessment marks on firefly or in a secure database.

Appendix 3



Expectations of Students' Work

It is really important that you take pride in your exercise books and files. You should present your work neatly.

Your books are a record of your learning and achievements, as well as a reflection of your attitude to learning. Making sure they are neat and well-presented is therefore extremely important.

As your books contain your work from throughout the year, they will also be important for revision at the end of the year.

Below are some expectations for your books and files.

- Write in blue or black pen for standard work and red pen for feedback, unless directed by your teacher to do otherwise.
- All work should have a title and be dated.
- Homework completed in your books should be labelled.
- If you have made a mistake and want to cross it out, put a single line through your work instead of scribbling it out.
- All work in your book should be related to your learning so there should be no doodling or graffiti.
- Write on every page in your books so you don't waste paper.

