



Notley High School
& Braintree Sixth Form

Enjoy, Enrich, Achieve, Aspire.

**Teaching and Learning,
Assessment and Homework
Governors' Curriculum and Standards
Committee**

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Teaching and Learning, Assessment and Homework Policy.

Introduction

Notley High School & Braintree Sixth Form will prepare its students to lead a fulfilling life by instilling HEART into all of its learners:

- High expectations
- Effort
- Active listening and learning
- Respect
- Teamwork

The Teaching, Learning and Assessment Policy is a key document as it underpins all the work done in school and the work students complete at home. It reflects the importance we place on teaching, learning, assessment, and achievement, focusing on the needs of students who are at the core of everything we do. We take pride in our work in enabling students of all abilities from age 11-19 to succeed. This success derives from the high quality of all staff in the school and our commitment to provide the very best for our students. We believe that the combination of a highly appropriate curriculum, effective teaching and learning and good attitudes to learning from students, will result in excellent outcomes and student progress.

Teaching and Learning: Key Principles

Teaching and learning at Notley High School is centred around the Habits of an effective Notley teacher. The habits are focused on 5 main areas and should be embedded into all lessons.

Instruction;

- Plan to the 'top' and present knowledge through questioning not lecturing.
- Chunk and repeat instructions.
- Model steps using 'I do, We do, You do' and follow advice from one-page profiles at every step.
- Keep the PowerPoint simple and chunked. Use buff background.

Adaptive;

- Follow one-page profiles for students with SEND and strategies for those who face disadvantage.
- Don't talk to the whole class as they are working in silence
- Go to the students who need the most support during all activities. Intervene; adjust; respond.
- Replace objectives with one question.

Question;

- Use cold calling for targeted students by asking a question (POSE), waiting (PAUSE), selecting (POUNCE), responding (BOUNCE).
- Follow-up student answers with further questions through 'checking dialogue'.
- Get other students to repeat answers.
- Check everyone has understood before moving on.

Engagement;

- Use 'Meet, Greet and Seat' to support positive relationship building.
- Ensure there is purpose, high levels of participation, and effective time limits
- Direct students' attention to where it needs to be (FLMOP)
- Model interest and passion in the subject
- Encouragement of positive learning behaviours.

Assessment;

- Have a 'do now' at the beginning of every lesson that enables recall and retrieval and be prepared to address gaps in knowledge and misconceptions.
- Always get information from the whole class not just one student through whiteboards, post-it notes, diverse questions...
- Don't move on until you know what all students know. Re-teach if students don't understand something.
- End each lesson with all students demonstrating their understanding of key knowledge and/or application of knowledge.

Principles of Good Feedback:

The effective assessment of work, including homework, and the feedback given are fundamental to successful teaching and learning and form an important component of checking for understanding within teaching and learning.

Feedback should:

- Devise next steps to facilitate progress
- Provide actionable advice that is worked upon by students (feedforward tasks)
- Identify misconceptions
- Celebrate achievement and progress
- Inform planning and future lessons for teachers
- Enable students to develop skills of self-assessment
- Improve resilience
- Develop students' care and attention over their work
- Be timely

Students should be clear of the assessment criteria in advance and given opportunities to respond to formative feedback. High quality instruction will reduce the work that feedback needs to do, as well as set learning intentions and assess learning gaps ahead of time. Time for proof reading for literacy errors should be encouraged and modelled to establish expectations.

Assessment and feedback may include:

- Peer and self-assessment
- Written comments on work
- Verbal feedback
- Whole class feedback
- Class discussion around common errors, points of success and areas for improvement

The frequency of feedback is as follows:

For those subjects that are taught more than three times a fortnight, teachers will include in-depth teacher marking or grading through either whole class feedback or written comments at least twice

each half term; for those that are taught less than that, in-depth teacher marking or grading through whole class feedback, or written comments should be at least once each half term. Work should be returned within two weeks and feedback acted upon with feedforward tasks to improve work and allow for further progress.

Feedback should be linked clearly to the success criteria and focus on targeting the specific learning gap identified by the teacher. It should ensure the student improves. Equally, students should be able to self and peer assess against the success criteria, decoding and therefore identifying targets for moving forward.

Additionally, work should be checked by the teacher at least every four lessons, and future learning adjusted to deal with areas for improvement and misconceptions. Feedforward should form part of the learning process at least every four lessons, although written feedback is not required this frequently and the length of time spent on feedforward may vary. The cost of feedback should be worth the time spent on it and should not negatively impact on staff wellbeing but should be used to check for understanding on a regular basis.

Feedforward tasks:

Tasks should always link back to the success criteria, showing progression and how the success criteria has or has not been met.

Feedforward tasks should be carried out in purple pen, and whole class feedback sheets printed on purple paper to identify them as improvements and allow students to see their progress.

Feedforward tasks should be carried out within two weeks at the latest after the work is completed in order to have impact.

Feedforward tasks are not limited to written or whole class feedback – it can be to verbal feedback, self and peer assessment or class discussions, giving students the opportunity to address targets set.

The use of modelled work, visualisers and exemplars (either positive or with room for improvement) can and should be used for feedforward tasks.

Re-drafting can take as long as necessary in order to ensure that students are at the best possible standard, remembering the length of time should allow for visible gains in pupil progress without too high a cost to further teaching and learning.

Students should return to the success criteria at the end of the feedforward task.

Homework

At Notley High School, KS3 students can expect to get one piece of homework a week from English, Maths, History, Geography, MFL and Science. Each piece should take approximately 30 minutes in Years 7 and 8 and 40 minutes in Year 9. Homework will concentrate on consolidation, recall and revision as well as practising key skills.

At KS4, students should expect one piece of homework a week from each of their subjects, which should take them a minimum of 45 minutes for them to complete.

Key Stage 5 students are expected to complete around 4 hours of work for each subject each week. This is a combination of homework and independent study.

Individual subjects decide on the nature of homework set but will focus on recall, learning and knowledge retrieval where possible.

Feedback on homework can be done via self and peer assessment, computer-based assessment that teachers monitor or discussions in class or teacher assessment. For certain tasks such as flipped learning and revision, the homework itself may not be explicitly fed back on, but the work it leads to should be.

Satchel One will be used to set all homework throughout the school and sixth form. Teams may be used as a workspace for students, but all homework will be signposted on Satchel One to allow students and parents to keep track of work that is due and plan accordingly.

During exam periods, there will also be extra homework to complete in the way of revision, which allows students to independently go over topics from any point in their studies.

Reporting, Target Setting, & Student Progress

There are termly tracking points in Years 7 - 13, giving teachers the opportunity to communicate formally with parents/carers and students on Progress and Learning Behaviours. Years 7 to 9 will be provided with personalised flightpaths that will be used to monitor progress. Years 10 to 13 are assigned predicted grades compared to GCSE or A level/BTEC targets as well as a working at grade, to reflect their current progress. Staff will also assign a relevant Learning Behaviour using the criteria for Outstanding, Engaged, Compliant and Reluctant learners.

These reports allow tutors, teachers, Middle Leaders and Raising Standards Leaders (RSLs) to:

- Produce a clear and digestible overview of progress, and the approach to learning;
- Celebrate effort and hard work;
- Identify student progress and students causing concern and meet with the relevant staff, including the SENCO, to put appropriate and well-informed interventions in place.

It is essential that staff record grades for all assessed class work and home learning in such a way as to allow individual student progress over time to be monitored;

- Each subject will undertake regular cohort assessments, at least every term, which will be moderated, collated and recorded centrally. These should be used to inform discussion and intervention where necessary;
- The role of the Head of Faculty is to ensure monitoring of standards and consistency of assessment, marking & reporting within their team through a range of appropriate tools;
- In Years 7 to 9, all students will receive a flightpath for each subject. The placement in a flightpath is based on the student's achievement at the end of primary school (KS2);
- Years 10 - 11 will receive a target grade in each subject (based on FFT20). Teachers will report a predicted grade every term so that progress can be measured against their targets.
- At KS5, Years 12 and 13 students will be given target grades in each of their subjects based on their ALPS target:
 - Progress will be measured against their ALPS target
 - UCAS predictions will be collected in the Autumn term of Year 13

Monitoring of Teaching and Learning

Our teaching and learning, and all components within this, will be systematically and regularly monitored using a variety of strategies.

Monitoring strategies will include:

- Learning reviews;
- Work scrutiny and book checks;
- Learning walks and drop ins;
- Moderation;
- Case studies;
- Data analysis;
- Student voice;
- Parent/carer surveys;
- Governing monitoring;
- Peer Reviews (BAT).
- Coaching

Faculty and Subject Leaders are responsible for:

Leading and monitoring the quality of teaching and learning within their curriculum area;
Supporting the professional development needs of individual teaching and support staff members within their curriculum area.

Inclusion

Every student at Notley High School & Braintree Sixth Form has the right to receive the highest quality education. It is our collective responsibility to ensure that all their educational needs are met. Ensuring inclusion involves:

- Setting suitable learning challenges that meet the needs of all students;
- Responding to students' diverse learning needs;
- Working to overcome potential barriers to learning;
- Setting parameters that ensure students feel safe and valued in their environment whether in a pastoral or academic sense, inside or outside the classroom.
- Adapting teaching where and when necessary.

Different groups of students have specific needs which the school supports in a number of ways:

Disadvantaged Students (Pupil Premium)

- All disadvantaged students are identified, and their progress is the responsibility of each teacher;
- Their progress is monitored by middle leaders and SLT;
- There is clear information about the impact of intervention work with disadvantaged students on the school's website.

EAL (English as an Additional Language)

- For those students who have experience of a language other than English, their knowledge and their competence in English can have a huge impact on their learning.
- The needs of all students with EAL need to be considered and addressed in order for successful learning to take place.

SEND (Special Educational Needs & Disabilities)

- Information about individual students is provided by the SENCO. It is important that teachers support the development of the student by implementing these strategies and helping the student work towards meeting their targets;
- In order to track the progress being made by SEND students, staff will be asked to provide information towards their reviews. When requested, this information must be returned promptly so that an effective review can take place. Learning Mentors (LMs) also provide vital information towards student reviews;
- Regular discussion should also take place with the student regarding how the student likes to be supported and which types of resources/measures can help them;
- Teachers are responsible for directing LMs. There should be discussion about how the LM time is being used in class; this will vary depending on the needs of the target student(s).

Higher Prior Attaining Students

- A list of higher prior attaining students is collated centrally and indicated on Arbor and monitored by SLT;
- Each teacher is responsible for ensuring, in line with faculty guidance, that the needs of more able students are met;
- Higher prior attaining students who are not meeting their potential should be challenged and stretched;
- Activities should not simply be more of the same work; rather, they should create opportunities to deepen learning and understanding