# Teaching and Learning

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| Approved by: | Governors | Approved: October 2025 |
| STA Contact: | Headteacher | Revision due: October 2028 |

## 1. Rationale

Every student is entitled to a world-class education. At STA (St Andrew's) we seek to develop learners that are:

a. Ambitious, capable learners ready to learn throughout their lives.
b. Enterprising, creative contributors
c. Healthy, confident, ethically informed citizens
d. Wise and adaptable individuals

## 2. Implementation, what this means….

**In School:**

a. The school will publish and share set long-term plans on the school website.
b. Will monitor and evaluate the school provision to ensure that it is accessible, and representative of the diversity which we celebrate in our community.

**In Departments:**

c. Departments will plan and develop excellent schemes of work which meet the requirements set out in (see Appendix I)
d. Departments will work together and share resources for taught curriculum content as directed by HODs/SLT.
e. Departments will plan using the school SOW template or another more detailed method.
f. Long- and medium- term plans will include assessment opportunities (where possible) in line with the assessment policy.
g. Departments will include opportunities for re-teaching and/or reflection activities.
h. Departments will ensure all SOW have appropriately adjusted knowledge organisers and glossaries (where possible).
i. Departments will work collaboratively to embed the Principles in Practice (PiPs) through shared planning, peer observation, and regular review of teaching practices (see Appendix II).

**In Lesson:**

j. Lessons will be ambitious for all learners.
k. Each lesson will start with the school recall 'do it now' slide.
l. Lessons will be planned to stretch students and support all in achieving the set goals.
m. Lessons will include the school non-negotiables (see Appendix III for a full list of non-negotiables) Adjustments will be made for practical subjects where specific non-negotiables are not suitable.
n. Quality First Teaching will be evident in all lessons.
o. Lessons will incorporate the Principles in Practice (PiPs) through deliberate planning and delivery that promotes effective learning for all students.

**Teachers will:**

p. Plan lessons that include adjustments for learning that enable progress for all.
q. Share 'capable of grades' at KS3 and KS4, these will be recorded in student books
r. Ensure that all books have progress mappers and suitable 'learning journeys' see (Appendix IV)
s. Recognise and promote positive choices and challenge poor choices (see Appendix VI).

t. Ensure data-informed and though out Seating Plans are in place (see Appendix VII).Mark in line with the school policy (see Appendix VIII).Ensure that presentation is of a high standard (see Appendix IX).
u. Set homework that is linked to the learning in lessons (see Appendix X).
v. Teachers will consistently apply the Principles in Practice (PiPs) to inform their pedagogical decisions and enhance student learning outcomes.

**APPENDIX I – PLANNING REQUIREMENTS**

All plans should look to develop and support the four pillars of our curriculum and make specific reference to opportunities where students are able to develop these.

Long term plans should map the path that students are undertaking in terms of knowledge and skill acquisition. These will also indicate explicit opportunities where British Values and cultural capital will be integrated.

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| Ambitious, capable learners | Enterprising, creative contributors | Healthy, confident, ethically informed citizens | Wise and adaptable individuals |

Regular and frequent assessment of the progress that each student has made should be interwoven at relevant milestones as decided by the curriculum specialists in line with the assessment policy.

Medium- and long-term plans should be subject wide, while lesson plans should be adjusted to meet the needs of individual classes and their learners.

Developing the best curriculum and resources to support our students is a shared responsibility. Staff are expected to share resources within their departments as this will drive improvement to the benefit of all our students and staff.

**British Values & Cultural Capital**

Curriculum maps and medium terms plans should explicitly highlight opportunities to promote British Values and cultural capital and are woven in to the curriculum discretely.

1. Promoting democracy
2. Rule of law
3. Individual Liberty
4. Promoting mutual respect and tolerance

**APPENDIX II – Principles in Practice (PIPs)**

# Introduction

The principles in practice (PiPs) are a series of teaching routines that support, and do not replace, the delivery of rich subject specific pedagogy. Essentially, if we all use these principles as our core teaching routines, it will allow our subject specific pedagogy to flourish. Pupils will understand expectations in aspects such as how they start lessons, attend to our explanations and experience questioning. As a result, lessons will be smoother, calmer and allow learning to take place effectively and efficiently in a subject specific manner. To develop that point further, how an art and history teacher model will be subject specific and therefore different, but how they call pupils to attention during the modelling will be the same.

Not all of the PiPs are designed to be all used in every lesson. However, it is the expectation that STA teachers rehearse the PiPs, both inside and outside the classroom, to the point of automaticity. In essence we believe these are the 9 most useful tools teachers have at their disposal, and we want to support all our teachers in becoming experts with them. As a result, much of our professional development is focused on all our teachers, no matter their level of experience, getting better at our PiPs.

# Format

Each section of this document focuses on one principle. It will include:

- **What it is**
- **Supporting vignette**
- **Why it matters**
- **How to do it**
- **High frequency errors**

While some aspects of teaching can be adapted, others are expected to be carried out in a consistent way. To support this, the sections of each PiP that are expected to be enacted by all, in the same way, are highlighted green.

# Teaching PiPs

Here are our 9 teaching principles in practice:

1. Do it Now
2. Teaching to the top
3. Scaffolding for Success
4. Clear explanations and modelling
5. High Expectations (for every student, every lesson)
6. Live marking
7. Questioning

8. Securing Attention
9. Purposeful endings

# 1. Do It Now

| What? | *Supporting vignette* |
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| Starting lessons in a quiet, calm and purposeful manner, often involving<br><br>retrieval practice. | *The year 8 pupil knows exactly how her lessons will start. They will be calm, consistent and allow her to recap knowledge she has learnt in previous lessons. This means every one of her lessons has a positive and recognisable beginning, something she appreciates.* |

| **Why?** |
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| **Do It Now tasks ensure an orderly start to lessons.**<br><br>● **No learning time is wasted.**<br><br>● **Pupils activate prior knowledge.**<br><br>● **Retrieval practice supports retention of knowledge.** |
| **How?** |
| ● Teacher is on the threshold and greeting pupils as they enter.<br><br>● Pupils enter calmly and once sat down, complete the task in silence.<br><br>● Books are already set out for students and the DIN task is on the board ready<br><br>● Teacher narrates the expectations while this happens, e.g. *"Remember we enter calmly and start our Do It Now individually and in silence"*, and also narrates pupils getting it right, *"thank you Lexi for starting silently and already having completed three questions."*.<br><br>● Do It Now task is on the board/printed and handed out- pupils complete in silence and without discussion with peers or teacher.<br><br>● Wherever possible, this should be a retrieval task and is done strictly from memory (no looking back in books). For example, filling in a blank knowledge organiser.<br><br>● Observe actively - be seen looking and check for any pupils not completing.<br><br>If you have an additional adult working in the class they can support with the process but must not give pupils any answers or direct them to the answers in books etc. |

| High Frequency Errors |
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| Silence not insisted upon.<br>● Pupils are not completing from memory, for example looking back in books for answers.<br>● The teacher is not checking for completion leading to pupils that are not completing the Do It Now and not being challenged.<br>● Teacher is not on the door to direct pupils.<br>● Pupils just write the question and do not answer it.<br>● Do It Now takes up too much of the lesson. |

## 2. Teaching to the top

| What? | *Supporting vignette* |
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| Setting high expectations for all pupils by designing lessons that challenge the most able, then providing scaffolding and support to ensure every pupil can access the learning. | *The year 9 class is analysing complex poetry. Rather than simplifying the text, the teacher presents Shakespeare's Macbeth to everyone, then provides sentence starters, vocabulary support, and guided questions to help all pupils engage with the sophisticated language and concepts. Every pupil experiences the richness of the original text.* |

| Why? |
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| **Teaching to the top ensures all pupils experience high-quality, challenging content.**<br>● **No pupil potential is limited through low expectations.**<br>● **Builds confidence and aspiration in all learners.**<br>● **Ensures the most able pupils remain engaged and challenged.**<br>● **Creates a culture where intellectual challenge is the norm.** |
| **How?** |
| ●Plan lessons starting with the most challenging content or skills you want pupils to master. |

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| ● Present complex texts, problems, or concepts to the whole class without pre-emptive simplification.<br><br>● Use the same high-level learning objectives for all pupils.<br><br>● Provide differentiated scaffolding (sentence starters, vocabulary banks, knowledge organisers) rather than different tasks.<br><br>● Ask probing questions of all pupils, giving thinking time and prompts as needed.<br><br>● Celebrate sophisticated thinking and language use when pupils demonstrate it.<br><br>● Remove scaffolds gradually as pupils become more confident.<br><br>● Ensure there is additional support access to challenging content rather than providing easier alternatives. |
| **High Frequency Errors** |
| ● Automatically giving some pupils easier texts or tasks before seeing if they can access the challenging content.<br><br>● Creating parallel "easier" lessons instead of supporting access to the main learning.<br><br>● Assuming prior attainment predicts current capability.<br><br>● Focusing only on the most able pupils while others struggle without support.<br><br>● Providing so much scaffolding that the challenge is removed entirely.<br><br>● Not giving sufficient thinking time before offering support.<br><br>● Using ability groupings that become fixed ceilings on expectations. |

## 3. Scaffolding for success

| What? | *Supporting vignette* |
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| Providing temporary support structures that enable pupils to complete tasks they couldn't manage independently, then gradually removing these | *The year 7 pupil is writing her first analytical paragraph about Romeo and Juliet. Her teacher provides a paragraph frame with sentence starters like "Shakespeare presents Juliet as..." and "This is significant because..." Over the following weeks, the teacher removes parts of the frame until she can write analytical paragraphs independently.* |

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| supports as competence develops. | |

| Why? |
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| **Scaffolding bridges the gap between what pupils can do alone and what they can achieve with support.**<br>● **Builds confidence by ensuring initial success.**<br>● **Develops independence through gradual release of responsibility.**<br>● **Prevents cognitive overload by breaking complex tasks into manageable steps.**<br>● **Maintains high expectations while providing appropriate support.** |
| **How?** |
| ● Identify what pupils can already do independently and what they need support to achieve.<br>● Provide temporary supports such as sentence starters, writing frames, key vocabulary/phrases, worked examples, or step-by-step guides.<br>● Model the complete process first, then guide pupils through it with support.<br>● Use "I do, we do, you do" progression to transfer responsibility to pupils.<br>● Check understanding at each stage before removing support.<br>● Remove scaffolds systematically - take away one element at a time rather than all supports simultaneously.<br>● Ensure pupils understand the purpose of scaffolds and when they'll be removed.<br>● Provide different types of scaffolding for different pupils based on their needs.<br>● Celebrate when pupils no longer need particular supports. |
| **High Frequency Errors** |
| ● Providing scaffolds that do the thinking for pupils rather than supporting their thinking.<br>● Never removing scaffolds, creating dependency rather than independence.<br>● Removing all supports at once instead of gradual withdrawal. |

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| ● Using the same scaffolds for all pupils regardless of individual needs.<br>● Providing scaffolds that are too complex and become barriers themselves.<br>● Not explaining to pupils why scaffolds are being used or when they'll be removed.<br>● Confusing scaffolding with just making tasks easier.<br>● Leaving scaffolds in place for too long, preventing pupils from developing independence. |

## 4. Clear explanations and modelling

| What? | *Supporting vignette* |
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| I / We / You is a staged procedure for introducing new procedures and solving problems in every subject. **I do** refers to the teacher's modelling; **we do** refers to the way the teacher and the pupils co-construct a model; **you do** refers to pupils working and thinking independently. | *The year 7 geography pupil has been asked to write an extended answer in response to a task. As this pupil has had limited exposure to the thought processes behind geographical writing, they struggle to compose their ideas into the structured sentences required for rigorous geographical writing.* |

| **Why?** |
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| **Clear explanations and modelling work together to eliminate confusion by showing pupils exactly what success looks like and how to achieve it, enabling them to focus their efforts and replicate quality work independently.**<br><br>**● Guided practice assumes an expert / novice relationship between teacher and pupil when pupils are learning a new procedure or skill.**<br><br>**● It develops disciplinary writing in each subject and creates exemplar models for reference.**<br><br>**● I / We / You reduces cognitive load, thereby increasing the likelihood pupils will retain procedural knowledge and apply it effectively in new contexts.** |
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| How? |
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| ● **I do** - Introduce the modelling sequence.<br><br>○ The teacher should make it clear that an I/We/You modelling sequence is about to take place. Teacher should explain the 'why' and make success criteria clear: *e.g. "This particular skill is essential because … I will show you how to do x, y and z."*<br><br>● **I do** - Live modelling<br><br>○ Set means of participation to emphasise attention and reduce cognitive load. E.g.<br><br>*"While I am modelling, you must have full attention on me and listen very carefully …"*<br><br>○ During live modelling, the teacher's role is to shed light on the metacognitive thought processes of an expert in the first person: e.g. *"I am doing it like this because …" When I encounter a difficulty like this I use this particular strategy …"*<br><br>● **We do** - Share the thinking load through co-construction<br><br>○ This involves completing a similar problem to that modelled in the 'I do' phase using questioning to involve pupils, ideally through cold calling and questions that assess pupil understanding - e.g. *"What is the first step, Iman?" "Why do we do that step first, Charlie?" "I have made a deliberate mistake here. Can you spot it … Elise?"*<br><br>● **We do -** Call the shots<br><br>○ Once co-construction is completed, the teacher should formatively assess pupils by asking for two or three 'take aways', potentially through the use of mini-whiteboards.<br><br>● **You do** - Introduce scaffolds<br><br>○ Scaffolding will sometimes be necessary to support cognitive load for the whole class or individual pupils - e.g. worked examples, sentence stems, writing frames, etc.<br><br>● **You do -** Set means of participation<br><br>○ To include time frames, success criteria and silent working conditions. |
| **High Frequency Errors** |
| ● Imbalance of time between *I do* and *You do*. Independent practice is a crucial lever of success.<br><br>● Not having enough opportunities for *We do* before setting pupils off on *You do*<br><br>● Using pre-written exemplars rather than live modelling in the *I do* phase. |

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| ● Pupils become overly reliant on models and scaffolds and fail to develop independent expertise. |

## 5. High expectations (for every student, every lesson)

| What? | *Supporting vignette* |
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| Maintaining consistently high standards for all pupils' effort, behaviour, and achievement, regardless of their starting points or circumstances, while providing the support needed to reach these standards. | *The year 10 pupil who typically struggles with mathematics finds his teacher expects the same quality of working, reasoning, and presentation from him as from every other student. Rather than accepting less, she provides extra guidance and celebrates when he meets the standard. He begins to see himself as capable of mathematical thinking.* |

| **Why?** |
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| **High expectations communicate belief in every pupil's potential and drive achievement.**<br>**● Prevents the soft bigotry of low expectations that limits pupil potential.**<br>**● Creates a culture where excellence is the norm for everyone.**<br>**● Builds pupil self-efficacy and aspiration.**<br>**● Ensures equity of opportunity and challenge.** |
| **How?** |
| ● Set the same high standards for work quality, effort, and behaviour for all pupils.<br>● Use consistent, specific criteria for what constitutes good work regardless of pupil starting points.<br>● Insist on complete sentences, proper presentation, and thorough explanations from everyone.<br>● Refuse to accept "I can't" as a final answer - respond with "you can't yet."<br>● Provide specific feedback on how to improve rather than just praising effort. |

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| ● Give all pupils opportunities to answer challenging questions with appropriate support.<br>● Celebrate achievement of high standards rather than just improvement from low baselines.<br>● Use the same vocabulary and academic language with all pupils.<br>● Ensure additional support helps pupils reach the standard rather than accepting lower quality work.<br>● Address any signs of pupils self-limiting based on perceived ability or background. |
| **High Frequency Errors** |
| ● Accepting lower quality work from certain pupils "because they tried their best."<br>● Using different standards for different groups based on prior attainment or background.<br>● Praising effort without also requiring achievement of standards.<br>● Speaking to pupils differently based on assumptions about their capabilities.<br>● Allowing pupils to opt out of challenging tasks rather than providing support to access them.<br>● Setting targets based on what pupils have done before rather than what they could achieve.<br>● Unconsciously communicating lower expectations through body language, tone, or wait time.<br>● Confusing high expectations with being unsupportive or unrealistic. |

## 6. Live marking

| What? | *Supporting vignette* |
|---|---|
| ● A straightforward yet impactful method where teachers assess pupil work during a task. | *The year 11 pupil feels confident starting the independent extended writing task because they know their teacher will come over regularly to give them precise feedback on how to improve.* |

St Andrew's
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# Teaching and Learning

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## Why?

**Live marking provides immediate, specific feedback during the learning process, allowing pupils to correct misconceptions and improve their work while the content is still fresh in their minds.**

**● Allows you to see how well the class is understanding whilst in real time, whilst they are still doing it. This allows you to see where you have to re-teach concepts if the class is struggling.**

**● Allows teachers to provide targeted and meaningful feedback either to individuals or the whole class.**

**● Helps reduce teacher workload.**

## How?

● Time is set aside each lesson for pupils to apply what they have learnt.

● When the class is on task, the teacher moves around the classroom checking pupils' work.

● The teacher identifies any errors/misconceptions and points the pupil in the right direction.

● Every 10-20 seconds the teacher looks up to scan the rest of the class.

● The pupil responds immediately to the feedback and corrects their work.

● Where lots of pupils are struggling on the same question, the teacher can pause the lesson and either clarify the question or reteach that small section.

● When a pupil has the correct answer or has completed the task, the teacher can ask them an additional question or ask for more detail to stretch the pupil.

● Once the task is over, the teacher feeds back to the whole class on the work completed and provides feedback on the most common mistakes or areas of improvement.

● Leave a mark in the book to show where live marking has occurred, this can be a tick, a cross, a circle or quick notes. This is useful as a record for pupils/teachers to monitor when their books have been marked.

● Live marking should also pick up issues around the presentation of student work.

● In a practical subject the teacher circulates around the room and gives feedback on the aspect of work/skill the pupils are focusing on in that particular task.

● Aim to mark ⅓ of the class each lesson.

| High Frequency Errors |
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| ● The teacher only live marks the do now task.<br><br>● The teacher supports 1 pupil for a long time and does not see anyone else's work.<br><br>● The teacher moves around their classroom in the same way every-time and so some pupils do not get their work checked.<br><br>● Similar to above but instead the teacher moves around their classroom in the same order each time so some pupils only have 1 question checked whilst others that are visited later on in the task get more feedback on their work.<br><br>● Not regularly scanning the rest of the class to check behaviour and engagement. |

## 7. Questioning

| What? | *Supporting vignette* |
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| Cold Calling (no hands up) is a technique that involves posing a question, then pausing to give thinking time before selecting pupils to respond. It increases think and participation ratio. | *The maths teacher had spent time carefully planning the questions they would ask to check understanding. They believed they were challenging questions, but the problem was that many of the pupils in the class seemed to give very little attention to the question, the same hands would always go up and the teacher could never be sure how many of the pupils had actually been thinking about the answer.* |

| Why? |
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| **Questioning checks understanding, develops thinking, and ensures all pupils are actively engaged in the learning process.**<br><br>**● Cold calling boosts participation ratio; by posing the question and then pausing to allow**<br><br>**"thinking time", every pupil understands that they could be called upon and has to think.**<br><br>**● Cold calling prevents classroom questioning phases being dominated by a small number of the class and therefore gives you an insight into the understanding of the whole class.** |
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| How? |
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| ● Plan your questions:<br><br>o Plan key questions so that they are precise and allow you to assess learning. Ask a range of question types, including elaborative and metacognitive questions.<br><br>● Pose and Pause:<br><br>o Ask the question first and then pause for around 3 seconds **before** choosing someone<br><br>to answer – make it clear to pupils that they have time to think. *E.g: "What are the main causes of tropical rainforest deforestation… I'm going to give time for everyone to think of an answer…."*<br><br>o You could use physical prompts such as "*while thinking write down one of your answers on your MWB"* to further increase participation.<br><br>● Pre-warn:<br><br>*o* Tell pupils that you will be expecting some of them to contribute afterwards (but do not say names!): *e.g. "I will be asking **at least 3** you to share your answer".*<br><br>● Take responses and ask elaborative follow up questions<br><br>*o E.g. "Okay that's time up… David, let's start with you, could you share your answer?... Could you explain why you chose that reason?"*<br><br>o Teach pupils to listen to each other's responses by sometimes asking them to build upon a peer's answer.<br><br>o Expect complete answers, support and scaffold pupil responses if necessary, but do not fill in the gaps in pupils answers yourself.<br><br>o If a pupil responds with *"I don't know"* use scaffolds such as an either or to help them reach the answer: *E.g. "Is one the main causes cattle ranching or house building?"* |
| **High Frequency Errors** |
| ● Saying the name first, followed by the question – this creates low participation and thinking ratio as other pupils switch off.<br><br>● Pause time too short- many teachers think they pause for longer than they actually do.<br><br>● Teachers still select pupils that put their hands up.<br><br>● Teachers accept incomplete answers and fill in the gaps that pupils didn't include. |

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| ● Only selecting high attaining students to answer. |

## 8. Secure attention

| What? | *Supporting vignette* |
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| Ensuring what pupils attend to is what we want them to learn.<br><br>● SLANT helps us make a social norm of paying attention: ***S**it up straight – **L**isten carefully - **A**sk and answer Questions - **N**o interrupting - **T**rack the speaker.* | *The geography teacher gives brilliant, spellbinding explanations based on the rich and diverse knowledge he has of his subject. Too often however,*<br><br>*these explanations are missed or misinterpreted because the attention of the pupils in the room is elsewhere.* |

| **Why?** |
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| **Secure attention ensures all pupils are focused and ready to learn, maximising the impact of teaching and preventing learning time from being wasted.**<br><br>**● Attention is the gatekeeper of learning so without it, children won't learn effectively.**<br><br>**● It gives the social cues that the words said in a classroom are important.** |
| **How?** |
| ● We do not expect teachers to ask pupils to "SLANT" as a single instruction. Instead SLANT provides us a framework for what strong attention looks like. We will ask for elements of SLANT as required.<br><br>● Instruct pupils that you want full attention:<br><br>○ Expect all pupils to give you their full attention. Use a combination of least invasive strategies and narrating your countdown or instructions until all pupils are sitting up straight and paying attention.<br><br>○ *E.g. " Pens down in 3, eyes on me in 2 and silence in 1*<br><br>● Set the conditions<br><br>○ Reinforce that you want everyone to continue paying full attention during the next part of your teaching. |

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| ○ *E.g. "I don't want anyone to miss this next bit of information, so let's keep this 100% attention on me."*<br><br>● Be seen looking<br><br>○ Do not assume pupils will maintain this attention while listening or working so be seen looking frequently to ensure all are on task.<br><br>● Correct and reinforce<br><br>○ When a pupil visibly loses attention, intervene swiftly.<br><br>○ *E.g. "A reminder that you need to stay focused on me, head up please and listen carefully to this next part."*<br><br>● Brighten lines<br><br>○ Make transitions between activities crisp and clear.<br><br>○ *E.g. When I say go and not before you will {instruction} …ready, go."* |
| **High Frequency Errors** |
| ● Expectations are not universally enforced.<br><br>● Language is confrontational or punitive rather than aimed at social norming.<br><br>● Teaching starts before attention is secured.<br><br>● Only negative observations from the teacher, with no positive narration. |

## 9. Purposeful endings

| What? | *Supporting vignette* |
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| Ensuring a calm and well-ordered end to lessons by ensuring a school-wide routine is followed to dismiss pupils from lessons. | *The department works hard to get consistent orderly dismissals, training pupils over time to leave their classrooms in the right way. This means that the end of lessons are calm and purposeful and the department is always a safe and settled environment for both pupils and staff.* |

## Why?

**Purposeful endings consolidate learning and help pupils understand what they have achieved, ensuring key knowledge and skills are retained beyond the lesson.**

**●Orderly dismissals keep pupils safe. It means that pupils leave the classrooms in a safe and settled way.**

**● They reinforce that it is the adults who are in charge - we decide when and how pupils leave our rooms.**

**● We are controlling the flow of pupils out into the corridor, avoiding large groups moving into the corridor at the same time.**

## How?

● Pupils stand behind their desks in silence at the end of the lesson - for all lessons, including period 1.

● Teacher dismisses one row at a time - in silence.

● Teacher stands at the door as they are doing so, so that the orderly exit continues into the corridor - pupils are verbally reminded (with any physical gestures also guiding this) to keep left.

To set this up staff use the consistent language "Silently tuck chairs in, tidy your area, tuck in shirts, put blazers on. Stand behind your chairs. I will dismiss you one row at a time"

● Teacher does a visual check of uniform as they leave

● If you have an additional adult working in the class with you please direct them to leave before the class. They should position themselves a short distance from the classroom door. They too will then provide clear direction & reminders to pupils about expectations (we walk on the left, move on to your next lesson quickly please)

## High Frequency Errors

● Pupils are not dismissed row by row.

● Teachers do not position themselves by the exit and pupils change their behaviour as they leave.

● Silence is not insisted upon.

● Standards drop over time.

# Scripted language

**Starting a lesson to do the register**

Good morning/afternoon everyone, pens out, date and title in your books, underline with a ruler and start the DIN in silence.

**Calling students to attention**

Pens down in 3, eyes on me in 2 and silence in 1…

**How you lead into a question and gain an answer**

Think about this question, I will be coming to you for answers in 30 seconds.

**Prepare for think, pair share**

Think about this question, you will be giving your answer to your partner in 30 seconds.

Take X minutes explaining your answers and listen carefully to your partner's answers. Be ready to share your pair's ideas with the class.

**Dismissal**

Silently tuck chairs in, tidy your area, tuck shirts in, put blazers on. Stand behind your chairs. I will dismiss you one row at a time.

**Leading into independent work**

You have X minutes to complete your work independently and silently. I will be circulating the room, if you have a question, please put your hand up.

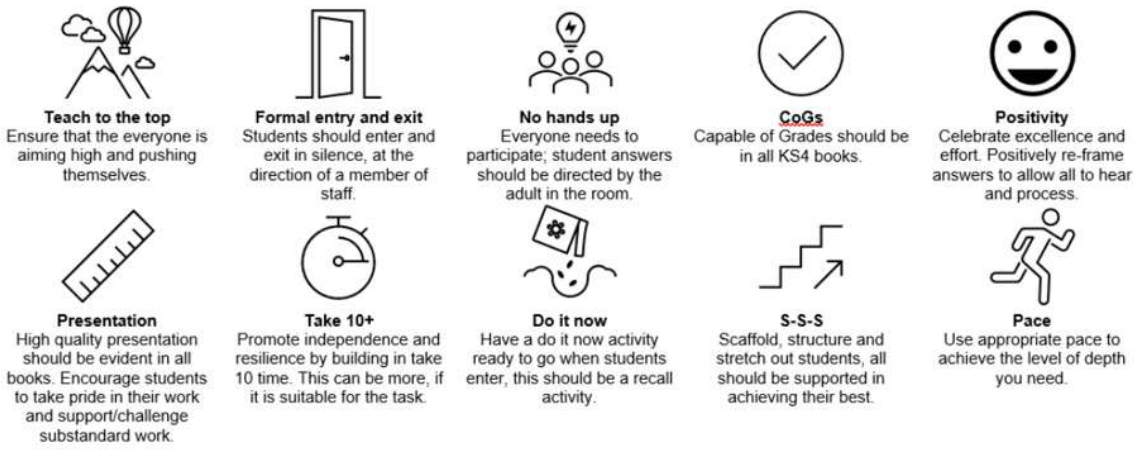
**Mini whiteboards**

Write your answer on the mini-whiteboard. (wait)

Pens down in 3, boards ready in both hands in 2 and hover (Boards held at chest height face down), show boards in 1. *(boards should be just below chin level)*

## APPENDIX III – NON-NEGOTIABLES

Lessons will be delivered in a consistent format across the school, to ensure that we are using an evidence informed approach that will stretch and stimulate all our students. Every lesson will be planned to include and demonstrate the following non-negotiables.



**Teach to the top**
Ensure that the everyone is aiming high and pushing themselves.

**Formal entry and exit**
Students should enter and exit in silence, at the direction of a member of staff.

**No hands up**
Everyone needs to participate; student answers should be directed by the adult in the room.

**CoGs**
Capable of Grades should be in all KS4 books.

**Positivity**
Celebrate excellence and effort. Positively re-frame answers to allow all to hear and process.

**Presentation**
High quality presentation should be evident in all books. Encourage students to take pride in their work and support/challenge substandard work.

**Take 10+**
Promote independence and resilience by building in take 10 time. This can be more, if it is suitable for the task.

**Do it now**
Have a do it now activity ready to go when students enter, this should be a recall activity.

**S-S-S**
Scaffold, structure and stretch out students, all should be supported in achieving their best.

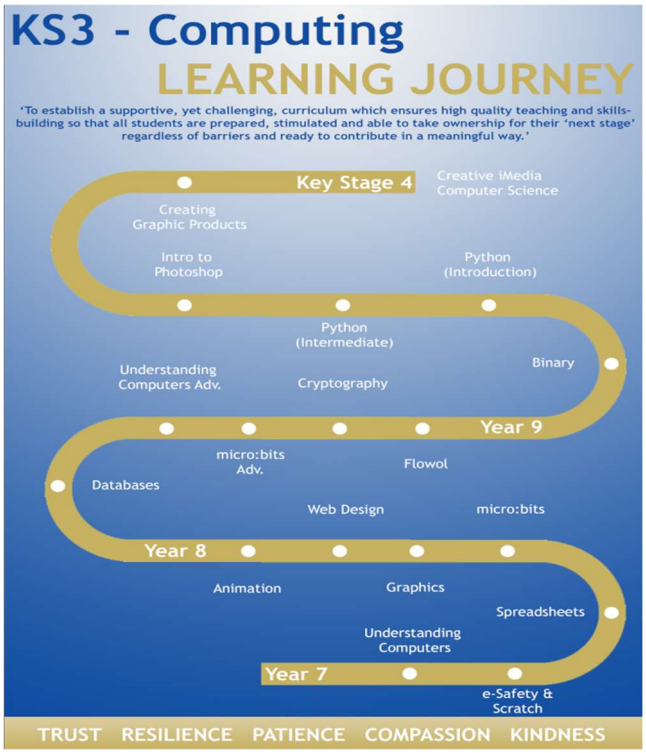
**Pace**
Use appropriate pace to achieve the level of depth you need.

## APPENDIX IV – CAPABLE OF GRADE (COG)

### Capable of Grade (CoG)

Each student should be aware of their own CoG for each subject. This should be entered on their progress mapper within their books. CoGs are a representation of our high aspiration for students, and are a target not a ceiling, students should be encouraged to surpass these.

## APPENDIX V – LEARNING JOURNEY




## APPENDIX VI – RECOGNITION

**Recognition**

Teachers should ensure that positive language is used in class to develop and sustain positive relationships and develop student confidence. Rewards should be used, in line with the rewards policy, to acknowledge and celebrate progress and effort in class.

When scaffolding student statements, teacher should reframe the answer a student has provided back to the class. e.g. "X you have said this...."

Teachers should role model excellent self-management skills to students in our interactions with others in the school community. We are a no shouting school, and teachers should only raise their voices when there is a health and safety risk.

### APPENDIX VII – SEATING PLANS

Every class should have a seating plan. Seating plans are working documents and as such will be regularly updated to reflect decisions made by teacher planning. Seating plans should be stored on Bromcom.

When designing your seating plan consider the following:

1. Ability of students
2. Historic data – how are you using this to inform your seating arrangements?
3. SEND (Special Educational Needs and Disabilities) – have you considered the needs of the students in the class? Are students with visual impairments at the front? Have you used Pupil Passports to inform seating decisions?
4. PP - do you know who they are? How will you target students to ensure that they are excelling?
5. Influences – are there known positive pairings or detrimental duos? Consider the surrounding peers.
6. Gender - is there an appropriate mix or pairing of genders to ensure that no one feels isolated?

Behaviour should not be the driving factor when generating a seating plan.

### APPENDIX VIII – FEEDBACK AND MARKING

High-quality feedback has been identified as a hugely influential mechanism to improve outcomes for students.

To offer our students the opportunity to become wise and capable individuals, we must: ensure that this feedback is meaningful, consistent across the school.

Teachers should mark books in line with their subject specific assessment and feedback policy**.** All teacher feedback and marking should be completed in green pen.

Formative written feedback should be structured to include a: What Went Well (WWW) statement, and an Even Better If (EBI) statement and an appropriate task to complete or question to answer that enables students to address their misconceptions; this may be within their EBI.

When writing feedback, staff should focus on subject-specific comments and tasks which will move a learner forward in their subject, rather than focussing on presentation/effort.

Once feedback is issued, students are required to respond in purple ink.

Following teacher marking and feedback, teachers should plan to deliver whole class feedback, addressing misconceptions or highlighting opportunities for further development where appropriate. This may be a portion of a lesson or, where necessary, a whole lesson.

| Meaning | Symbol in margin | Symbol in text |
|---|---|---|
| New Paragraph | NP | // |
| Capital letter required | CL | Circle |
| Missing or incorrect punctuation | P | Underline |
| Spelling mistake | Sp | Underline and correct once in margin. Student to rewrite three times. |
| Missing word or letter | MW/ML | ^ |
| Rewording needed to aid expression | Exp? | ~ |
| Neater handwriting needed | H | Vertical line in margin |
| Incorrect tense | T | Draw a box around word |

Spelling to the max of four per piece (focussing on subject specific key words); where misspellings are identified students should repeat these as part of their tasks (x 3).

## APPENDIX IX – PRESENTATION

**Presentation**

All student work must reflect the high expectations we have for them. Students must adhere to the presentation rules listed below:

1. A date and title underlined with a ruler and pencil.
2. A line drawn under the last work to show the start and end of a lesson.
3. Diagrams and technical drawing should be completed in pencil.
4. Writing should be completed using a pen.
5. Purple pen should be used when responding to teacher feedback (verbal or written)
6. Handouts should be stuck into books. These should not be folded and must be sized to fit within a book without hanging out over the edge.
7. All books should be marked with student name, class, subject (progress trackers should be stuck into the front of books).
8. Mistakes that occur during a piece of work should be crossed out using one single line with a ruler; correction fluid should not be used in school.
9. Work that falls below the agreed standard of presentation will be challenged by the teacher,
10. Graffiti and doodling in books are unacceptable

## APPENDIX X – HOMEWORK

In seeking to develop ambitious and capable learners, homework is a key mechanism to develop independent self-management skills and resilience. Evidence from the Education Endowment Foundation (EEF) has shown students who regularly complete meaningful homework makes 5 months + progress.

All independent recall practice set must be:

- **Meaningful**: links to the context of student learning must be explicit
- **Efficient**: tasks should not take any longer than the period directed per subject and key stage (see below)
- **Recall:** independent recall practice should focus on recall/revision exercises. Where possible students should have the opportunity to develop their revision strategies.
- **Develop competency**: Students should feel competent in completing work independently.
- **Inspiring**: tasks should be well considered, and students should be rewarded for completion of these tasks.
- **Accessible**: students should not be asked to complete tasks without being offered adequate access to the resources needed to complete them.
- **Flexible**: Students should submit work on Bromcom or in hand and have a timeframe to return this, ensuring students have an appropriate amount of time to complete the assignments.

For students who fail to complete set homework tasks, then an appropriate consequence will be put in place. These guidelines have been written in line with the EFF Homework Framework.

**Frequency**

| Year Group | Maths | Science, English, Languages, RS, DT, Food, History, Geography | Art, Drama, STEM & Music |
|---|---|---|---|
| 7 | Weekly | Fortnightly | Half termly project |
| 8 | Weekly | Fortnightly | Half termly project |
| 9 | Weekly | Fortnightly | Half termly project |
| 10 | Weekly | Fortnightly (For Science, per teacher) | Fortnightly |
| 11 | Weekly | Fortnightly (For Science, per teacher) | Fortnightly |

**Length**

| Year Group | Standard Homework | Projects |
|---|---|---|
| 7 | 30 mins | 1.5 hours |
| 8 | 30 mins | 1.5 hours |
| 9 | 30 mins | 1.5 hours |
| 10 | 30 mins | 1.5 hours |
| 11 | 30 mins | 1.5 hours |

**Type of work**

| Year Group | Maths | Core | Non Core | The Arts |
|---|---|---|---|---|
| 7 | Dr Frost | Recall / Revision Tasks | Recall / Revision Tasks | Project Arts |
| 8 | Dr Frost | Recall / Revision Tasks | Recall / Revision Tasks | Project Arts |
| 9 | Dr Frost | Recall / Revision Tasks | Recall / Revision Tasks | Project Arts |
| 10 | Dr Frost | Recall / Revision Tasks | NEA project work | Project Arts |
| 11 | Dr Frost | Recall / Revision Tasks | NEA project work/ Revision | Project Arts |

**Who sets the homework and where:**
Teachers are to set on Bromcom.

**Rewards for completion**
This is to be decided amongst departments based on the length and style of homework set.

**Consequence for not completing it**

**H1 – Incomplete homework**

## APPENDIX – VIII HOMEWORK GUIDELINES

These guidelines have been written in line with the EFF Homework Framework.

**Frequency**

| Year Group | Maths | Science, English, Languages, RS, DT, Food, History, Geography | Art, Drama, STEM & Music |
|---|---|---|---|
| 7 | Weekly | Fortnightly | Half termly project |
| 8 | Weekly | Fortnightly | Half termly project |
| 9 | Weekly | Fortnightly | Half termly project |
| 10 | Weekly | Fortnightly (For Science, per teacher) | Fortnightly |
| 11 | Weekly | Fortnightly (For Science, per teacher) | Fortnightly |

**Length**

| Year Group | Standard Homework | Projects |
|---|---|---|
| 7 | 20 mins | 1.5 hours |
| 8 | 20 mins | 1.5 hours |
| 9 | 20 mins | 1.5 hours |
| 10 | 20 mins | 1.5 hours |
| 11 | 20 mins | 1.5 hours |

**Type of work**

| Year Group | Maths | Core | Non Core | The Arts |
|---|---|---|---|---|
| 7 | Dr Frost | Recall / Revision Tasks | Recall / Revision Tasks | Project Arts |
| 8 | Dr Frost | Recall / Revision Tasks | Recall / Revision Tasks | Project Arts |
| 9 | Dr Frost | Recall / Revision Tasks | Recall / Revision Tasks | Project Arts |
| 10 | Dr Frost | Recall / Revision Tasks | NEA project work | Project Arts |
| 11 | Dr Frost | Recall / Revision Tasks | NEA project work/ Revision | Project Arts |

**Who sets the homework and where**
Teachers are to set on Bromcom except in agreement by HoF when HoF sets it e.g. a year group competition.

**When should homework be set**
It should follow the Homework timetable as set out here.

**Rewards for completion**

2 house point – Completed,
4 house points – Aspirational work (which can be given for homework that allow for this e.g. more project based)

**Consequence for not completing it**
C1 – Lack of homework