

Lincoln Minster School

Teaching and Learning

1. POLICY STATEMENT

Teaching and Learning Aims

At Lincoln Minster School we undertake to:

- Create a happy environment where every pupil can make the most of their ability and have the courage to try new things
- Take different abilities into account whereby positive teaching methods and expectations must be adapted to the academic needs of every individual
- Ensure equal opportunities in relation to gender, race, class, special needs and belief
- Ensure a standard of excellence of teaching throughout the school through the recruitment and development of teachers who are versatile, hardworking, efficient and compassionate to the needs of the individual pupil
- Encourage teachers to look upon change and improvements as an integral part of the everyday life of the school, and to further this through formal staff development which is closely related to the needs of the school and the individual teacher
- Provide a broad and balanced curriculum where the pupils are given a breadth of knowledge, skills and understanding which extend beyond current national academic expectations and initiatives
- Ensure that a variety of skills are taught so that every pupil has the opportunity to discover and nurture their own talents, both academic and non-academic, fostering in them a love of learning
- Foster in pupils:
 - the application of effort (intellectual, physical or creative)
 - interest in their work
 - the ability to think and learn for themselves
 - self-motivation

Social Aims

- To create an environment where the pupils respect themselves, each other, their own property and others' property rather than a constant pursuit of self-interest
- To create a positive and vibrant community where each pupil feels that they belong and are contributing to the work of the school
- To create an atmosphere where traditional values and respect do matter and where positive virtues such as good manners, compassion and standards are promoted
- To give pupils every opportunity to develop their own sense of right and wrong through positive role models and a developing social conscience
- To respect and adhere to rules and standards, where the need and reasons behind these procedures and rules are clear to all
- To provide an effective preparation for future life in society

Pastoral Aims

- To develop a pastoral system where the school is sensitive to the needs of every pupil without losing sight of the needs of the majority
- Pupils and parents must be confident to approach members of staff with their problems and worries
- To develop a community where parents are seen as an integral part of the process of their child's education through the forging of strong and beneficial home-school relationships

Ethos

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- Providing a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered
- Providing positive role models
- Providing a fair and disciplined environment, in line with the school's behaviour policy
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement
- Effective management of their professional time
- Developing links with the wider community
- Valuing and celebrating pupils' success and achievements
- Reviewing personal and professional development by providing appropriate INSET, training and support for colleagues in order to ensure a high level of professional expertise
- A commitment of staff to demonstrate good knowledge and understanding of the subject matter being taught
- A commitment to increase pupils understanding and develop their skills in the subjects taught, according to ability, in order that they might make good progress
- A commitment to ensure no teaching in the school will undermine the fundamental British values of democracy, the rule of law, individual liberty, and cultural respect and tolerance of those with different faiths and beliefs; and the protected characteristics as set out in the Equality Act 2010: teaching that directly discriminates on the basis of a protected characteristic is unlawful.
- Provide an inclusive curriculum which does not discriminate unlawfully against pupils with disabilities.

In accordance with the school's Equal Opportunities Policy all children at Lincoln Minster School must be given full access to the Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

Lincoln Minster School is fully committed to ensuring that the application of this Teaching and Learning Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity policy document.

Lincoln Minster School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document is available to all interested parties on request from the school offices and should be read in conjunction with the following documents: Curriculum, Rules Rewards and Sanctions, SEND, Assessment and Reporting policies.

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| Reviewed By | A Sandbrook; Deputy Head - Academic |
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2. SENIOR SCHOOL PROCEDURES

Vision

Lincoln Minster school aims to provide an extraordinary experience that nurtures all pupils' interests, broadens their horizons and ensures that all will flourish. Our pupils will become courageous learners, articulate leaders and compassionate, empathetic citizens. We are proudly inclusive, celebrate both tradition and innovation and value the fact that every single teacher knows every single child in our community.

Implementation of the Vision

In order to deliver an extraordinary educational experience, it is imperative that Faculties (and the Subjects within them) establish and then deliver upon their own coherent visions, that are simultaneously unique to their disciplines whilst also corresponding with the school's overall vision.

For the sake of absolute clarity and consistency, each subject will therefore have the following:

- **Faculty/Subject Handbook** – this will utilise the school's standard template and details the key 'operating procedures' that all teachers within that faculty or subject must follow. It is here that each Head of Faculty or Subject Lead will articulate their vision, and how that vision will be delivered, with absolute clarity. This must be updated on an annual basis, ready for the start of the academic year.
- **Curriculum Overview** – this document gives a clear overview of each subject's entire curriculum, from years 7 to 13. It will utilise the school's standard template and details the topics covered as well as giving a broad overview of the key substantive and disciplinary knowledge that students will learn.
- **Schemes of Learning** – for each topic there will be a carefully planned Scheme of Learning. It should be noted that this is not the same as the resources (e.g. PowerPoints) that might be created in order to deliver the scheme. The scheme might detail the rationale for the topic and where this fits into the overall sequence of the curriculum. It will specify the key knowledge that must be covered and identify the ideal sequence to deliver that in.
- **Risk Assessment** – this will be included within the department handbook. Each teacher will read and adhere to the risk assessments relevant to all subjects that they teach and Heads of Faculty, working in liaison with Subject Leads, will monitor and ensure that this is taking place on an ongoing basis.

Shared Vocabulary

It is important that all teaching staff have a strong shared understanding of a number of key developments derived from education research and cognitive science. The following

information comes from the United Learning Teaching, Learning and CPD Framework, available on the United Learning Hub, and offers an excellent resource for teachers.

i. **Powerful Long Term Memory**

Peps Mccrea states that our job as teachers is to increase the life chances of our students by helping them to develop more powerful long term memory. Kirschner, Sweller and Clark state that learning is a 'change in long term memory'.

Daisy Christodoulou in 'Teachers v Tech?' states that the insight from the science of learning that perhaps has the most practical relevance for teachers is the distinction between working and long-term memory. Working memory is 'the small amount of information that can be held in mind and used in the execution of cognitive tasks.'

ii. **Cognitive Load Theory (CLT)**

The above was articulated by Sweller (1988) in his paper 'Cognitive load during problem solving: effects on learning'. Oliver Caviglioli has also produced a very helpful summary of CLT.

CLT has been described by Dylan Wiliam as the single most important thing for teachers to know. CLT is based on the limited ability of the working memory to code information. Once learners have built up schema of knowledge that allow them to work on problems without exceeding their cognitive bandwidth, they can then work independently. Without it, their work will be in vain. We process information so that it is stored in our long-term memory. This is effectively unlimited, and we retrieve information back into our working memory as needed.

iii. **Long Term Memory and Schemas**

We organise information into schemas. Typically, new information is only stored if we can connect it to knowledge that we already have. As a result, prior knowledge is a major factor in our capacity to learn new information. The more complex and interconnected our schemas are, the easier it is to make sense of new related information and the better we are able to organise it so that it makes sense. The concept of understanding is really 'memory in disguise'. This means that our schemas are more fully formed, are more interconnected, and can be explored and recalled more fluently.

If we undertake enough retrieval practice, generating formulations of our memory and evaluating it for accuracy, we gain a degree of fluency and, ultimately automaticity. This is true of anything we learn, be it reading, driving or speaking a foreign language.

A consequence of this, as explained by cognitive load theory, is that the more fluent we are with retrieval of stored information, the more capacity we have in our working memory to attend to new information and problem solving – if we are efficient in bringing up the information from memory, then there's more working memory space left to deal with applying the information. The opposite is also true: when we are less fluent with recall, our capacity to attend to new information and problem-solving is diminished. This is a key difference between expert and novice learners.

As we develop mastery in the various areas of our lives, we tend to bundle together the incremental steps that are required to solve different kinds of problems in the brain. We

call them 'schemas'. Schemas help us to get around the working memory bottleneck because we don't need to think about them.

iv. **Rosenshine's Principles of Instruction**

In addition to these key concepts, all teachers are strongly encouraged to draw upon the Principles of Instruction, as outlined by Barak Rosenshine, within their teaching. Based upon extensive research, these principles identify the most effective practices that are frequently used by expert practitioners and offer a 'lens' through which to understand the teaching and learning process.

In brief the principles are:

1. **Daily Review** – regularly review prior learning (interleaving/spaced learning) to strengthen automatic recall.
2. **New Material in Small Steps** – introduce step-by-step and only introduce new material when each step is mastered.
3. **Ask Questions** – continually ask questions and test their learning to determine how well the material is learning and also strengthen automatic recall.
4. **Provide Models** – use teacher modelling (with thinking out loud), worked examples or exemplar materials to give students a sense of what you are looking for.
5. **Guide Student Practice** – give opportunities for students to 'try it' with guidance.
6. **Check Student Understanding** – to check all students as often as possible.
7. **Obtain High Success Rate** – design tasks that will have an 80% success rate.
8. **Scaffolds for Difficult Tasks** – things like cue cards, checklists, teacher modelling, exemplars and writing frames can support students to attempt more challenging exam-relevant tasks.
9. **Independent Practice** – take the wheels off. Once students have had modelling (4) and guiding (5) can they do an exam-relevant task on their own?
10. **Weekly & Monthly Review** – more opportunities for exam-relevant recall = greater embedding in automatic recall.

Key Takeaways

To summarise, it is important that all teachers understand that:

- Learning is a change in long term memory.
- Working memory is severely limited in duration and capacity.
- Long term memory is virtually unlimited. It contains huge amounts of information organised in schemas.
- Any instructional procedure that ignores the structures that constitute human cognitive architecture is not likely to be effective.
- Minimally guided instruction challenges working memory and, thus, inhibits/hampers effective and efficient learning.
- Explicit instruction (e.g. Rosenshine, Engelmann) takes human cognitive architecture into account and, thus, supports effective and efficient learning.

- While there is a substantial body of research supporting explicitly guided instruction, more than a half-century of promotion of minimally guided learning has not produced a body of research supporting its use.

3. TEACHING & LEARNING EXPECTATIONS

Curriculum Design & Delivery

In order to build outstanding curricula within every subject, subject leaders must be clear on the following key concepts:

Overarching Purpose

As a civilisation, we educate every generation to enable them to build incrementally on the advances and knowledge that have come before. We do this by carefully selecting the most vitally important ‘building blocks’ of knowledge and create an overall curriculum that ‘passes on the torch’ of human discovery and knowledge to the next generation.

Disciplinary Purpose

To do this, we break down our studies into highly specific disciplines (Mathematics, Geography and so on) which each have their own, as Christine Counsell terms it, ‘distinctive pursuit of truth’. That is to say, each subject discipline has a unique approach to studying and exploring the world and enriching our understanding of it. Each subject will, therefore, be driven by a distinct and purposeful vision (as shared in the Faculty/Subject Handbook) that underpins that subject’s work. This purpose will then inform the choices that a subject makes in designing their subject curricula, selecting the topics and most significant knowledge that form “The best which has been thought and said” (Matthew Arnold, *Culture and Anarchy*, 1869) within that discipline.

Proximal and Ultimate Purposes

With the topics identified, subject leaders will consider carefully how best to sequence them. We do this by thinking very carefully about the purpose of a particular topic within the overall curriculum. We can do this by considering carefully the Proximal and Ultimate Purposes, explained by curriculum expert Christine Counsell as follows:

“Each bit of a curriculum is always doing a job in making the next stage possible (a proximal function) but it is also doing an enduring job (an ultimate function) which might come into its own later, sometimes much later.”

Substantive and Disciplinary Knowledge

With topics selected and sequenced, departments will identify, through the Schemes of Learning, the key knowledge (both substantive and disciplinary) that students must grasp before progressing onwards. Again, Christine Counsell helps to define these types of knowledge are as follows:

- **Substantive Knowledge** – the content that we teach as established fact, whether common convention, concept or warranted account of reality.
- **Disciplinary Knowledge** – the specific skills and/or approaches that are unique to that discipline e.g. empirical testing in science, argumentation in philosophy/history, logic in mathematics.

Assessments within that scheme will, therefore, focus on finding ways to effectively test a student's grasp of the specific substantive and disciplinary knowledge covered in order to inform teacher planning.

Curriculum Overviews & Schemes of Learning

In order to articulate their curricula effectively and consistently every department does this via Subject Handbook, Curriculum Overviews and Schemes of Learning. Departments will then regularly review their Curricula, identifying areas for improvement and further development.

LMS Core

Our overriding principle is for students to be happy and achieve, and in that order. This comes through purposeful, engaging and challenging teaching and learning. The following principles underpin a purposeful learning experience and are present in every lesson at LMS:

1. Calm and Orderly Entry

There is a calm, quiet and orderly entry to the lesson with a friendly greeting at the door for each student. Uniform and equipment is checked and, every time when it is required, challenged discretely and a note of this is placed on ClassCharts.

2. Differentiated Seating Plan

There is a differentiated seating plan for every class, designed by the teacher and focused on the best learning outcomes for students. Amongst other things, the following considerations should be made: how students of different abilities might benefit each other's learning, the appropriate positioning for students with particular learning needs, a mix of genders.

3. Do Now Activity

Every lesson, students immediately get out equipment (iPads always start closed until directed otherwise) and we begin with a purposeful and immediate 'Do Now' activity to establish absolute focus from every student. Typically (but not always) an activity might focus on retrieval practice and would last no longer than 5 minutes. From our students, we ensure immediate engagement with the learning and absolutely no wasted time.

4. Swift Transitions, Exceptional Listening

Transitions between activities are swift and effective and teachers use a clear signal (e.g. countdown) of their own choice. Ultimately we expect to see students demonstrate an attentive attitude to learning at these key points. A useful acronym for this is 'ISLANT': iPads closed, Sit Up, Lean Forward, Ask and answer questions, Nod their head, Track the teacher. If students are not demonstrating this then the teacher addresses this to ensure that this is the case.

5. Use the Principles of Instruction to Teach to the Top

We use Rosenshine's *Principles of Instruction* in order to 'teach to the top' so that we can deliver a consistently outstanding teaching and learning experience.

6. Question & Check Understanding with Purpose

We question and check understanding with purpose and have the highest of expectations. Use the This means we utilise principles such as 'right is right' to stretch student thinking and strive for the correct answer. We utilise a range of best practice questioning techniques such as those outlined in Teach Like a Champion e.g. Cold Calling, Pose/Pause/Pounce/Bounce, Right is Right, No Opt Out, Think-Pair-Share, Question – Pause – Name.

7. Teaching is Pacy

This means that the teacher makes it very clear about the time limits for each task and uses timers/countdowns to ensure that work is completed diligently and swiftly. Teachers also make expectations clear for student output and communication (e.g. silent/partner/group voices) so that we always create the optimum conditions for success.

8. Specific & Diagnostic Marking Enables Students to Improve

Feedback and marking is given regularly and students have opportunities in lessons to make improvements. Comments make it very clear about exactly what has gone well and what needs to be done to improve.

9. Plenary to Consolidate Learning

We end each lesson with a brief plenary that checks for understanding and challenges students to demonstrate recall from the lesson. We take the opportunity, in particular, to celebrate successes at this point.

10. Calm and Orderly Exit

At the end of every lesson students are directed to pack up their belongings, stand and wait silently behind their desks. The teacher insists that the class exits the room in a calm, quiet and orderly fashion.

Feedback & Marking

The school recognises that highly effective marking and feedback are absolutely essential elements with the learning cycle and therefore the separate Marking and Feedback Policy sets out clear expectations and guidance for the application of marking and feedback within lessons at Lincoln Minster School. All teachers must read the policy and ensure that this is followed.

Homework

Lincoln Minster School recognises the importance and value of homework as an extension of classwork, and a vehicle to practice skills, acquire new ones and develop good study habits. Students in Years 7, 8 and 9 should expect homework to be set once or twice a week in most subjects. In Year 7, the demand is approximately half an hour per subject per week. This rises to about 40 minutes per subject per week by Year 9. A homework timetable is published. Homework can, however, take a variety of forms, including reading, research, planning and evaluating, as well as the more-familiar written work. Students in Years 10 and 11 prepare for GCSE examinations and undertake a wider variety of homework tasks. Quite often, teachers set homework which extends over more than one week. It is impossible, therefore, to timetable homework rigidly. It is expected that up to two hours homework per week will be needed in each subject. Students in the Sixth Form are set various homework tasks over different time scales but are also expected to read widely around their subject. As an approximate guide, students are expected to spend as much time outside of lessons working on each subject as they do inside lessons.

All homework is published through the 'ClassCharts' website, to which all students and parents have access.

Presentation of Student Work

An inherent part of education is learning the importance of presentation. Teachers need to help students to understand that the manner in which we present ourselves greatly impacts upon the way in which we are perceived. Therefore our key principle is that we expect students to demonstrate the utmost respect for the work and for each discipline through the manner in which they present their work.

With that in mind, teachers need to ensure that student work is presented as follows:

- Date on the top available line, left hand corner (in the margin) in the following format: Thursday 24th September.
- Title on the top available line, centred, underlined.
- Learning Objectives should not be written out – this is not an effective use of time.
- Written neatly and clearly. We must expect that students use their best handwriting at all times and correct errors neatly (e.g. one neat line through the error).
- Absent of any form of off-task 'doodling'.
- In practical subjects this may differ significantly but the same key principle of demonstrating the utmost respect for the work and the discipline applies.

Teaching Spaces, Displays and Resources

Teachers are expected to ensure that their teaching spaces are neat, tidy and comfortable. Each teaching space is equipped with a range of appropriate resources and more specialist resources are stored in the appropriate curriculum resource area and need to be regularly audited by the Head of Department. Consumables are replenished as necessary by the HoD. Staff may contact the HoD with suggestions for specialist materials which may need ordering.

Pupils are taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. It is important that care is taken to ensure that resources reflect the diversity of our society, and that all pupils have equality of access. Classrooms will contain displays of children's work. They will be informative, interesting and will change regularly, in order to give opportunities to showcase a range of children's work.

Adaptive Teaching: meeting the needs of all learners & 'Teaching to the Top'

The term 'differentiation' has traditionally been used to describe the process of meeting the needs of all learners, especially those students who perform at the extremes (high and low). However, as Kirsten Mould of the Education Endowment Foundation articulates, the term has also been strongly linked to the notion of 'differentiation by outcomes': the idea that a teacher might provide completely separate resources and 'paths' that different groups of students would embark on within the same class, with very different success criteria and outcomes. Research has demonstrated that this approach is not effective and the Early Careers Framework has deliberately moved away from using the term 'differentiation' (and the associated concept of differentiation by outcome) towards the concept of Adaptive Teaching.

With this in mind our teaching starts from a position of 'Teaching to the Top', that is ensuring that teaching is highly aspirational and ensures that no student's potential is limited by teaching that inadvertently 'dumbs down' content to be geared exclusively for the middle and lower ability students within a class. From this starting point, our aim is to then provide effective, adaptive teaching that meets the needs of all learners so that they can all work towards broadly similar successful outcomes. As Tom Sherrington states: "A much better, wiser and more effective notion of differentiation is that it applies to the level of support and scaffolding learners need to reach common, aspirational learning goals. We're all aiming for the top of the mountain – but some of us will need more help, more guidance, more time."

Amongst other things, teachers might in particular consider how Rosenshine's Principles of Instruction can be used to support specific learners. Specifically we expect teachers in our department to consider how they:

- Provide scaffolds for specific students, thus providing additional support, especially when addressing more challenging tasks.
- Plan opportunities for 1:1 support within the lesson.
- Provide models and exemplars.

- Break tasks down, step-by-step, ask questions and check for understanding, pausing to reinforce any key points or address misconceptions.
- Ensure that students only attempt independent practice when they have completed successful guided practice (e.g. using scaffolds first).

Meeting the Needs of SEND Students

At Lincoln Minster School we are committed to bringing out ‘the best in everyone’. To achieve this aim, we have developed a learning community where all can be challenged through a broad and balanced curriculum, where expectations are high and where opportunity exists for success at all levels of ability and for pupils of all backgrounds.

All teaching staff have read the SEND policy and understood fully the role they play in ensuring our SEND students experience an exceptional education. They know under the guidance of Head of Learning Support, which of their students have SEND, what the needs are and what they need to do in order to ensure that these students are not disadvantaged in any way and thrive within their classroom.

As a school we consistently ensure that they meet the needs of their SEND learners within their lessons and work hand-in-hand with the SEND department, including the LSAs, to do so. Regular assessments and monitoring mean we are proactive and communication between the Head of Learning Support and staff is paramount.

Meeting the Needs of the Most Able Students

The most able pupils need to be given stretching and challenging opportunities in order to continue to make progress, extend their skills and reach their potential level of excellence. Ultimately these opportunities will be made available to **all pupils** so that those who have the potential to develop excellence (but may not have already shown this) gain opportunities to stretch themselves and rise to the challenge. This principle is known as ‘teaching to the top’. Our aims for the most able are:

- To identify the most able pupils and monitor their performance and review their progress.
- To ensure that schemes of work include sufficient challenge for the most able pupils and follow the principles of ‘teaching to the top’.
- Where required, provide the most able pupils with access to appropriate extension and challenge activities in the classroom, which will allow for work at higher cognitive levels and opportunities to develop specific skills and talents.
- To offer sufficient breadth (enrichment activities) and more depth (teaching to the top & extension activities) for the most able pupils to make the appropriate levels of progress.
- To support and encourage the many extra-curricular enrichment activities available at this School.
- To ensure that the curriculum is appropriate so that all groups have the opportunity to learn and make progress, including the most able.

Many of the ways of extending the thinking and learning of the most able children constitute good practice for all pupils and, therefore, will impact on raising standards overall.

All teachers are required to know who their most able pupils are and to implement curricular innovations and teaching and learning strategies that enable them to continually make progress. They should have high expectations of all pupils, whatever their current level of ability. Teachers should share any concerns or request further support by contacting the Assistant Headteacher (Academic).

Meeting the needs of ESOL Students

Pupils for whom English is an additional language (EAL learners) need to be enabled to not only access learning in every curriculum subject but to thrive, flourish and succeed. Our aims for EAL Learners are:

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL pupils reach their full potential.
- To identify the specific language levels of EAL pupils in order to provide appropriately for them, monitor their performance and review their progress.
- To ensure that schemes of work include additional provision for EAL pupils.
- To provide EAL pupils access to work at appropriate cognitive levels which does not necessarily assess their understanding or application of English.
- To provide EAL pupils with opportunities to develop their English language and literacy.
- To identify and challenge EAL pupils who are under-achieving, either across the curriculum or in their acquisition of English as an additional language.

Many of the ways of including EAL Learners constitute good practice for all pupils and, therefore, will impact on raising standards overall.

4. ASSESSMENT, MONITORING AND TRACKING OF STUDENT PROGRESS

Screening

In order to inform planning and identify aspirational targets for all students to aim towards, the school will screen all students at three points during their senior school education. To do this, the school utilises a series of adaptive cognitive ability tests created by the Centre for Evaluation & Monitoring, known as MidYIS, Yellis and ALIS. The tests consist of sections on Vocabulary, Mathematics and Non-Verbal Skills. The three points are as follows:

- **Year 7** – all pupils are screened using MidYIS
- **Year 10** – all pupils are screened with Yellis
- **Year 12** – all pupils are screened with ALIS

All results from these assessments are analysed and help the school in identifying aspirational targets for each student. Where necessary, extra screening will be implemented in consultation with the SENDCo and parents.

Record Keeping and Assessment

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment, Recording and Reporting Policy.

5. MISCELLANEOUS

Co-curricular Provision

An integral element of the school's offer is the opportunity for students to broaden their experiences beyond the traditional curriculum. With that in mind, the school offers a rich co-curricular offer during the school day and after school, covering academic, practical, creative and sporting pursuits. All teachers need to think carefully about the way in which they can contribute to the school's co-curricular provision, and aim to offer a range of activities and opportunities for all Key Stages.

Meetings and Communications

In order to ensure focused collaborative practice, continuous improvement and effective operation as a team, every subject meets regularly (at least once every fortnight). These meetings are not in the school calendar and subjects will agree times that are mutually convenient to themselves.

In addition to this, there are calendared Faculty meetings which may have a very specific focus (e.g. analysis of Attainment Review data).

Revision and Examination Preparedness

Another key element of a student's education is in learning *how* to revise and prepare for examinations effectively. It is our responsibility to actively teach this – we should not expect that students can automatically revise without being explicitly taught the most effective techniques. For this to be effective, this should include opportunities for students to engage in deliberate practice so that we can be confident in their abilities to revise effectively.

With this in mind, the school runs a whole school revision programme, in order to develop a strong understanding and application of research-proven revision techniques. This may vary year-on-year but might include revision workshops, evening events for parents, revision masterclasses and assemblies.

In particular, the framework provided by The Learning Scientists (founded by Dr Yana Weinstein-Jones and Dr Megan Sumeracki) is particularly helpful and we will encourage students to develop their skills in the following key strategies:

- Retrieval Practice
- Spaced Practice
- Dual Coding
- Interleaving
- Concrete Examples
- Elaboration

In addition to this, as students prepare for internal and external examinations, departments are expected to provide effective revision resources for students to work from that will enable them to revise everything that is required. They should also receive guidance from each class teacher about how to sequence their revision (e.g. what topics to focus on when), and possible revision activities to utilise with those topics. As students near crucial examinations it is expected that teachers integrate revision into students' homework schedule and tie this into testing (e.g. quizzing) within classes.

Where teachers have a concern that a student is not revising properly and/or effectively it is expected that they discuss this with the student's tutor and agree who will contact home (the teacher if this is specific to the subject, the tutor if this is across several subjects). Following this, if there is not sufficient progress then the teacher must escalate this to their Subject Lead and then Head of Faculty so that this can be addressed.

Risk Assessments

Each department must have a Risk Assessment in place, using the school's standard Risk Assessment template. The Risk Assessment will be contained in the Faculty/Subject Handbook and must be updated and revised on an annual basis by the relevant Head of Faculty/Subject Lead.

It is critical that every teacher, every year, has read the relevant Risk Assessment(s) for all of the subjects that they teach. It is the responsibility of the Head of Faculty to ensure that everyone that teaches any subject(s) has done this, every year.

Quality Assurance

In order to maintain exceptionally high standards of provision it is imperative that effective Quality Assurance takes place upon a number of levels. This does not always follow a set pattern but will be overseen by the Deputy Headteacher for Teaching and Learning. This will take place on a number of 'levels' – by SLT, by SLT in partnership with Heads of Faculty and by Heads of Faculty.

Quality Assurance activities that are undertaken include:

- Exam Review Meetings – towards the beginning of the academic year. These are usually led by the Headteacher and/or Deputy Headteacher (Academic) and take place individually with each Subject Lead and the relevant Head of Faculty.

- Lesson Drop-Ins – Ideally these are frequent, unannounced and last no more than 15 minutes.
- Work Scrutiny – these will utilise the school Work Scrutiny proforma available on Microsoft Forms. These should sample from a whole class set (rather than pre-selected student work).
- Student Interviews – these involve selecting a group of students and asking them to discuss their experiences and perceptions of a subject.
- Deep Dives – where necessary SLT may choose to work with a particular department to undertake a Deep Dive into a number of areas together. These might include, but not be limited to: curriculum planning scrutiny (e.g. looking together at schemes of learning, curriculum design), work scrutiny, lesson drop-ins, subject/faculty meetings.

The Deputy Headteacher (Academic) will provide guidance regarding priorities for Quality Assurance at any given time, based upon the emerging needs of the school. However, Heads of Faculty are also expected to Quality Assure the work of their teams as and when they deem fit, using the methodology above. Ultimately a Head of Faculty needs to be confident at any given time that they are fully aware of the strengths and weaknesses within their team, with regards to Teaching and Learning, and have a clear action plan to address this.

Behaviour Management

In order to ensure that exemplary standards of behaviour and conduct are maintained within every lesson, all teachers are expected to adhere to the school's behaviour management procedures, as outlined in the school's Rules, Rewards and Sanctions Policy.