



St Joseph's College

Teaching and Learning Policy

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Chair of Governors signature:

Benedict Fay

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Learning and Teaching Vision

What do we believe in about learning and teaching?

At St Joseph’s College we believe the learning process should be engaging, deep, thought-provoking and challenging. We believe that learning is a continuous process and therefore a growth mind-set and a willingness to work hard despite difficulties will mean that all learners can achieve their potential.

Teaching staff in all roles are crucial in this process as they build the relationships and bonds needed to inspire students and give them the confidence and skills needed to achieve their goals.

Our Values:

- Respect for Faith
- Respect for Self
- Respect for Others
- Respect for Learning
- Respect for College and Community

These shared beliefs about learning and education are reflected in this policy which outlines the ways in which all teaching and support staff should work across the school. This is embodied in the SJC 6 which form the foundation for every facet of the school.

The SJC 6



SHARED PURPOSE	All parties are clear on what, why & how students will learn; lesson has a clear narrative or learning thread.
SUBJECT KNOWLEDGE	Students benefit from teacher knowledge and management of below aims; complex information or instructions are delivered with clarity.
ENGAGEMENT	There is a positive, 'can do' atmosphere in the class. Teaching is inspirational and students are enthusiastic learners.
RESPECTFUL RELATIONSHIPS	Respectful relationships are evident; students are engaged, displays assist learning and celebrate successes.
CHALLENGING AND VARIED TASKS (Adaptive Learning)	Differentiation encourages all student groups to make maximum progress; variety encourages engagement.
PROGRESS CHECKS	Students progress well as teachers create regular opportunities to assess, deliver feedback and allow time for student reflection.

What are the roles and responsibilities for teaching and support staff?

SJC 6	SLT will:	HoD/HoF/curriculum leaders will:	Teachers will:
	<ul style="list-style-type: none"> be responsible for maintaining high standards in learning and teaching. SLT will support and monitor the roles of all staff. 	<ul style="list-style-type: none"> lead their teams providing policies and procedures, guidance, resources and support to improve learning and teaching in their areas. They will monitor the quality of learning and teaching in their teams. 	<ul style="list-style-type: none"> ensure that students know the purpose of their learning (aim/objective). Plan and structure their lessons to ensure that learning is related to a specific focus, with clear opportunities for students to focus on WHAT they are learning and HOW they are learning.
	<ul style="list-style-type: none"> ensure that all teaching staff are teaching an appropriate curriculum and are up to date about any changes in their specifications. 	<ul style="list-style-type: none"> ensure that SoW are regularly reviewed and the curriculum remains relevant, rigorous, challenging and engaging. The curriculum intent should be clear and they should monitor the implementation of this across their department. 	<ul style="list-style-type: none"> know their subjects, be aware of the requirements of their curriculum and specification. Follow the departments Scheme of Learning.
	<ul style="list-style-type: none"> provide resources and equipment to ensure all learning and teaching is high quality, appropriate and relevant. 	<ul style="list-style-type: none"> maintain department and subject displays and learning environments as well as all equipment and resources. 	<ul style="list-style-type: none"> create an engaging environment that promotes purposeful learning and helps students to make connection within and across subjects and the wider world.
	<ul style="list-style-type: none"> ensure that the school's policy on behaviour is effectively implemented and used to support BfL and the school's values upheld. 	<ul style="list-style-type: none"> support their teams in the management of behaviour and BfL to ensure that all learning environments are safe for students to learn in. 	<ul style="list-style-type: none"> follow the school's Behaviour Policy and use the rewards and behaviour points system to promote behaviour for learning (BfL). They will guide and instruct TAs to support learning within the classroom.
	<ul style="list-style-type: none"> ensure that all teaching staff have the appropriate resources to adapt learning appropriately ensuring that lessons are accessible and challenge and stretch students. 	<ul style="list-style-type: none"> organise and train their teams effectively to ensure that staff are properly developed and capable of shaping their teaching to the learning needs of ALL students in their classes. 	<ul style="list-style-type: none"> use data and prior attainment (SEND, early intervention trackers, EHCPs, more able, EAL and PP, LA) to ensure that students can access learning and they are challenged/stretched, including setting homework.
	<ul style="list-style-type: none"> track the progress of students and groups of students; they will provide data for staff to support the tracking and monitoring of individual and groups of students. 	<ul style="list-style-type: none"> make monitoring the progress of students a key priority to ensure that learning is taking place and progress is being made; leading change to raise the attainment and achievements of ALL students . 	<ul style="list-style-type: none"> use AfL and a range of self and peer assessment strategies to assess student progress and enable students to assess their own progress through the Green Pen Policy (GPP).

SJC 6	Learners will:	HoY/Tutors will:	Support Staff will:
	<ul style="list-style-type: none"> • have a positive attitude to learning as they know what they are learning and why. They will know what success looks like and how to achieve it. 	<ul style="list-style-type: none"> • as a pastoral leader, demonstrate a depth of knowledge about individual and group progress, making excellent use of school policies and procedures such as planners, behaviour and reward policies to effect change. 	<ul style="list-style-type: none"> • know the class as well as the specific student(s) they are working with. To share their expertise about specific conditions with teachers.
	<ul style="list-style-type: none"> • be determined to learn more about subjects; by thinking deeply, asking questions and researching. 	<ul style="list-style-type: none"> • be aware of changes in the PSHE and related curriculum. They will use their subject knowledge to create interesting sessions, assemblies, talks, trips and visits for students. 	<ul style="list-style-type: none"> • read and discuss SoW/curriculum areas/lessons with teachers and be willing to provide suggestions to staff about making materials appropriate and accessible to students with particular needs.
	<ul style="list-style-type: none"> • try their best and never give up, challenging themselves to take risks in their learning. 	<ul style="list-style-type: none"> • Tutors: to deliver quality tutor time and PSHE/Life Skills sessions. HoYs: to monitor the quality of tutor time, the work of tutors and PSHE/Life Skills sessions i.e. checking of planners, equipment, pastoral learning walks etc. 	<ul style="list-style-type: none"> • engage with the materials provided by the teacher and make suggestions about accessibility to students i.e. reading level appropriate, use of key words.
	<ul style="list-style-type: none"> • focus on their learning and avoid distractions as they are independent learners who can think for themselves. They will participate fully in lessons because they are engaged. 	<ul style="list-style-type: none"> • nurture and encourage students to engage in activities which will aid their progress, develop their individual skills and talents to support students being satisfied in all aspects of their lives. 	<ul style="list-style-type: none"> • support teachers and the learners within the classroom and uphold the standards as outlined in school policies on behaviour, marking and feedback.
	<ul style="list-style-type: none"> • ensure their behaviour is good by following instructions being courteous and respectful. They will be polite, prepared and punctual with the ability to be trusted to work well on their own and in groups. 	<ul style="list-style-type: none"> • ensure that the PSHE curriculum is relevant, thought-provoking, sensitive to the needs of our students and encourages mature dialogue. 	<ul style="list-style-type: none"> • challenge students and help them to progress, providing support and guidance on a 1-2-1, as well as small group basis.
	<ul style="list-style-type: none"> • regularly review their learning by improving their work and checking their progress using green pen. They should always aim to improve and better their previous performance. 	<ul style="list-style-type: none"> • monitor and track the academic and pastoral progress of students. To document and alert others to their findings as required. To use data to identify groups at risk of underachievement and those making rapid progress. 	<ul style="list-style-type: none"> • keep the teacher informed about the progress of students in their learning and suggest ways in which this can be further supported.

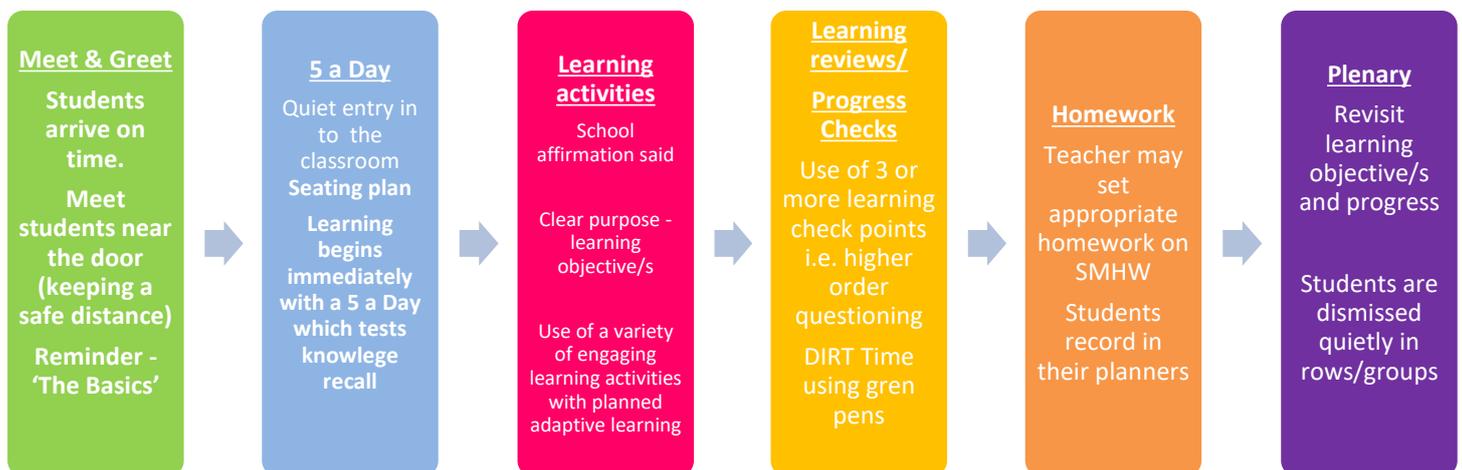
What are the roles and responsibilities for learners, HoY/tutors and support staff?

Learning and Teaching the SJC Way: Getting the Basics Right!

At SJC we recognise the importance of learning being 'good' *every lesson every day*. For the College, this means that the basics for learning, equipment, uniform and behaviour have to be the same throughout the school. By working together in this way, students receive a clear and consistent message about expectations.

Students are expected to arrive at school in full school uniform, with all their essential equipment including their planner and exercise books. This means that they are prepared for lessons and for learning. Please refer to the Behaviour Policy for more detail. This is even more pertinent at times of Covid.

Teaching staff are expected to be aware of the guidelines that follow and to structure their lessons for effective learning. Below is an outline for progress in learning, however, it's important to note that we do not believe in every lesson being the same; we believe in providing a consistent message and establishing clear routines. Please refer to the 'SJC Learning Mat' in the appendix.



All lessons should be planned and delivered using the Teach- Do- Review model. A Teaching and Learning One Stop Shop has been created to provide teachers with an overview of what must happen in every lesson.

Teaching and Learning: One Stop Shop

Every lesson, Every day - Get students learning straight-away!

1. Every teacher must **greet students at the door**.
2. Students must put their **planner, equipment and exercise book** on the desk.
3. Slides for the lesson must be visible on the board with:
 - a. The **'5 a Day'** activity visible/available. This must test both the current topic and previous content.
 - b. The **learning objective/aim/ question** is visible at the start of the lesson and throughout.
 - c. The **SJC Affirmation** "Let us remember we are in the holy presence of God. Let us adore Him" must be incorporated into an appropriate point in the lesson.
 - d. The **date, title and CWK** written every lesson (when appropriate). Do not allow students to leave large gaps or waste pages. All students must use **blue/black pen only** and **green pen for corrections**.
 - e. **Timers** used for different activities.
 - f. **Progress checks**: at least 3 times every lesson, assess learning before moving on! The 3 essential methods of Progress Checks to be used in each lesson are: Show Me Boards, 'Pose, Pause, Pounce, Bounce' questioning and the '5 a Day' activity (however a range of other strategies can be utilised and this may be revised in line with social distancing recommendations).

Behaviour for Learning:

- g. Use **1-2-3 Learning** for different activities. Make sure you use this terminology!
- h. Remind students there should only be **one voice** in the classroom where appropriate
- i. Remind students **"eyes on me"** when you are speaking/ delivering instructions
- j. Use the **SJC Behaviour System** correctly and fairly.
- k. Set-up **clear routines** for distributing equipment and movement around the classroom.
- l. Ensure that you **dismiss students row by row** (no coats on).

Creating Consistency for Feedback

For Teachers

- ✓ **Purple pens**: All **staff feedback** is written in **purple pen**.
- ✓ **PiNK Feedback Sheet** (CRIB Sheet or WWW&EBI Sheet): Provide feedback to your classes **once/twice a half term** (according to the policy) using either format.
- ✓ **DIRT** (directed improvement reflection time): Provide at least **20 minutes for DIRT** and don't forget to **highlight** work assessed and **box work** to be redrafted!
- ✓ **Literacy**: Use the **editing code** in books and use the **literacy mats** to support this. Ensure your lessons refer to tiered vocabulary, key words, glossaries. Challenge students' verbal responses using **SPEAK**.

Systems:

- ✓ **Homework**: **Record homework** tasks on **Show My Homework**.
- ✓ **Class Folders**: These must contain data sheets, seating plans (Satchel Seating) and **PiNK feedback sheets**.

For Students

- ✓ All **students** must respond to feedback in **green pen**.
- ✓ **DIRT**: Students should use this time to correct, improve and redraft their work.
- ✓ **Data tracking and target setting**: After every assessment point (AP/TMF), students must **record** their results, **track** their **progress** on the graph, **set actions** to achieve targets in the front of their books/folders.
- ✓ **Homework**: Homework completed in books should be labelled HWK.

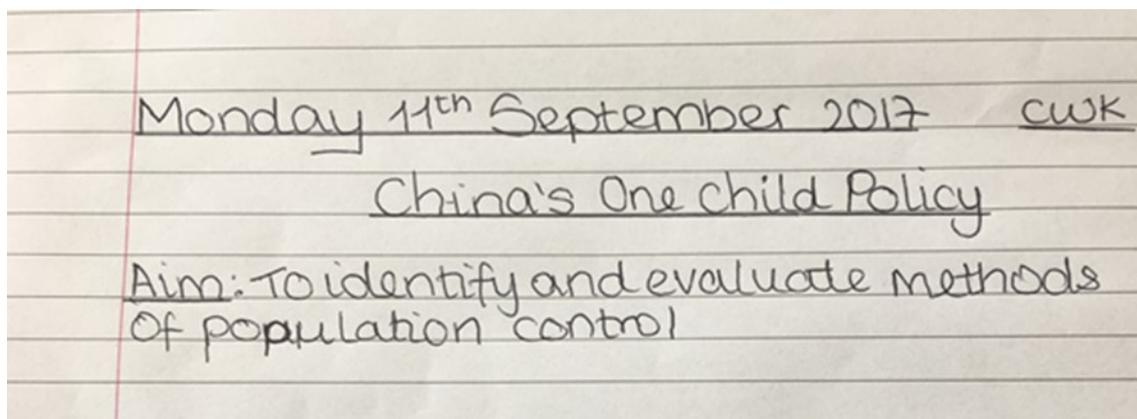
T&L Strategies

- ✓ **Progress checks whilst you teach**: try: highlighters **PiNK for think** & **Green for good**, think/pair/share, traffic lights and ABCD cards, Show Me Boards, DIRT, entrance/exit cards and targeted/hinge questioning/lollipop sticks etc.
- ✓ **Success Criteria/Modelling**: Share 'best practice' with students through success criteria, models and examples of how tasks should be completed to achieve the best grades.

Adaptive Learning, Personalised Provision and Support

- Teachers must have adapted learning resources/starting points/scaffolds/learning activities for students. It is imperative that teachers **differentiate by input** and direct specific students to particular tasks. Planning should clearly show the adaptive learning by input.
- Teachers need to have high expectations for all students, aiming to take them beyond their starting points.
- Teachers must ensure that all students can access learning by involving ALL students; offering choice in whole class teaching and discussion to give all students the opportunity to be successful.
- Teachers need to use a variety of tasks including those that require silence, deeper thinking and concentration, as well as longer periods of time where students can apply knowledge to exam questions, essay writing, redrafting tasks and reading passages.
- Teachers need to use a range of pre-prepared questioning techniques encouraging 'no hands' up, random questioning (lollipop sticks), targeted questioning encouraging students to comment on and develop one another's answers - using Add, Build, Challenge.
- Teachers must create a positive learning environment using Behaviour for Learning strategies.
- Teachers must regularly review and assess the learning and progress of their students (at least 3 Progress Checks per lesson).
- Teachers must be proactive about directing any TAs in terms of support for specific students by meeting with TAs and supplying them with SoW/curriculum maps/resources (including during different parts of the lesson). Where TAs are not present within lessons, teachers should seek out the expertise they require through the Learning Support Unit (LSU). **At present during Covid times, teachers of SEND students should complete a Teams form indicating which SEND students will work in a TA bubble and will provide work for the students and clear instructions to the TA.**

Presentation of Books and Work



It is imperative that students receive a consistent message about the presentation of their books (please see the copy in the appendix of this document). Staff should also refer to the guidance on the inside front cover of KS3 books.

In addition, the front of all exercise books must be labelled in the same way (deviation from this must be in line with subject/department requirements and agreed with HoF).

Books **must** be labelled accordingly:

- Student name:
- Subject:
- Teacher name:
- Class code:

Know Your Students

Teachers will create **Class Folders** with key information for each class they teach:

- Using all available data, teachers will create annotated seating plans with more able, SEND, looked after and pupil premium students identified (a duplicate should also be stored in your TEAM drive for cover teachers and HoD/S). This shows that you have thought about where students learn best and are catering to their needs as learners. Teachers should annotate their class data sheet to identify the High, Middle and Low ability learners.
- Data sheets should be reprinted each time a new student joins a class.
- Teacher tracking should also be evident and updated after each data drop. Tracking sheets can also include internal assessments. This demonstrates your understanding of how students are progressing as they learn new units.
- SEND information, SEND planning, Teacher/TA agreements and plans should also be kept in class folders.
- All staff have **Class Folders** and these are expected to be kept up to date and with them in all lessons.

Our principles - why we assess?

In brief: because we care. At this College, we believe that students benefit from our verbal and written feedback, and as a result they are able to make improvements in their understanding and application.

Therefore, we focus on ensuring:

- Pupils know where they are in their learning, where they are going and how to get there to secure good progress and outcomes.
- Teachers know where students are in their learning and use this information in their planning to secure good progress of all.

Feedback, Feedforward and DIRT

At the College, staff mark in **purple pen** and students correct their work and that of their peers using **green pen**. **Our minimum requirement** for formal formative feedback is the completion of a **Pink CRIB sheet** and/or **WWW/EBI sheets** once (foundation subjects) or twice (core subjects) every half term. In addition to this, students' books should indicate that a teacher has looked at books at least once per half term per foundation subject and twice per core subject.

All teaching staff are expected to use a range of assessment strategies in their lessons. As we believe that swift intervention is most effective in changing student habits we expect teaching staff to employ the following frequently:

- Questioning which follows ADD, BUILD, CHALLENGE – see Bloom’s guidance on this in the appendix;
- Oral and written feedback (specific, focused and targeted comments which relate to what students are doing well and how they can improve);
- Use models of good work and share success criteria with students;
- Peer and self-assessment (please refer to the **Green Pen Policy** for more detail);
- Application of the **literacy codes** (please see the appendix, the Assessment and Feedback Policy and student planners);
- **Pink CRIB sheets** and/or **WWW/EBI sheets** must be used in accordance with the Assessment and Feedback Policy;
- DIRT (directed improvement reflection time) which is a specific time given so that students can act upon feedback by improving their work.

Knowledge Organisers

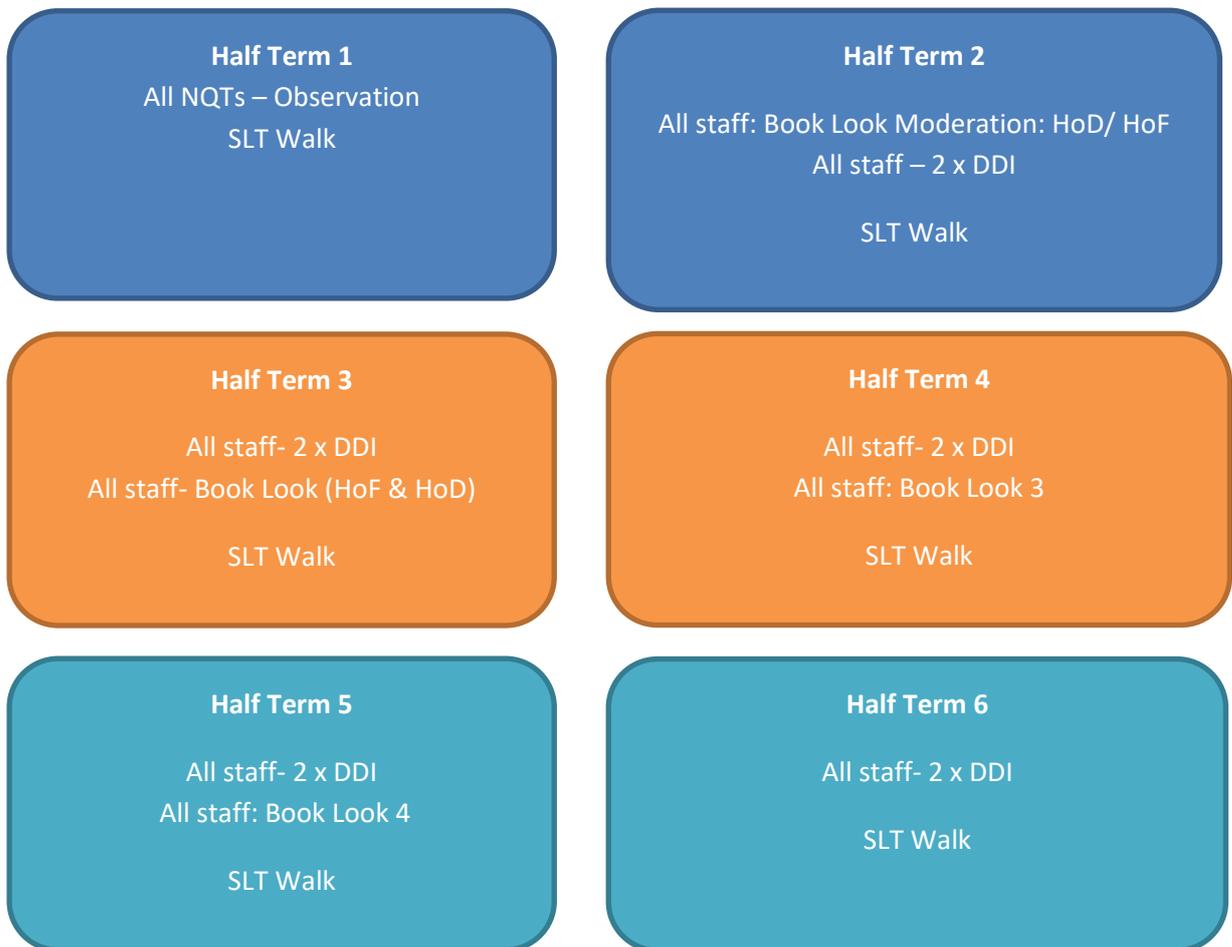
We want our students to be independent learners with the skills required to study and revise. The College has developed Knowledge Organisers to support students with learning the key content they need to know. Teachers need to ensure:

- Students have the Knowledge Organisers out on their desks each lesson
- They are referring to the Knowledge Organisers frequently in lessons
- They are teaching the revision skills required for students to successfully use the Knowledge Organisers
- They are setting homework in line with school policy (based around Knowledge Organisers for Key Stage 3 students)
- They are checking students’ pink Knowledge Organiser books for evidence of self-learning

How do we quality assure learning and teaching?

At the College we have our own system to assess the quality of learning and teaching. We do not believe that a single lesson observation is an adequate reflection of learning or teaching and therefore we use a range of procedures, where the primary focus is whether or not learning and teaching is meeting the SJC 6 standard (see the appendix for the rubric). As we believe in a 'growth mind-set', we believe that we are all constantly learning and improving, hence our methods for assessing learning and teaching produces largely qualitative data and is based on the following three statements. We hope that by providing feedback in this way, all staff will focus on improvement, development and growth.

Key Quality Assurance Procedures



Developmental Drop-Ins (DDIs), Learning Walks and Book Looks

Learning Walks (LWs) are an opportunity for middle leaders/aspirant middle leaders and the L&T Team to gain an informal insight into daily learning for students at SJC. As SJC operates an 'open door policy', LWs are simply an extension of this practice where the member/s of staff conducting the walk will be able to assess the consistency of practice within the given area. These are informal.

DDIs are used for Performance Management purposes. Each member of staff will have 2 DDIs per half Term starting Half Term 2.

Process for DDIs:

- Staff will be made aware of which 2 week cycle they will receive their DDI in
- The purpose of them is
 - to provide developmental feedback to staff
 - To provide meaningful and achievable targets to staff which they can access and record for appraisal purposes
 - To ensure, staff identified as needing support secure the support they need
 - To ensure the QA system is more accountable, timely and proactive

Process for DDIs

- **DDIs** will last for no longer than 20 minutes. Staff are given a 2 week open window of when their DDI will be.
- The purpose of the DDI is **provide developmental feedback**
- All teachers get **postcard and Blue Sky feedback**, with two strengths and **one actionable target** for improvement recorded on Blue Sky
- Teachers are **held accountable for ensuring that the feedback translates to practice** in their next DDI.
- During Covid times these will be carried out from the classroom door or a space within the classroom which is 2 metres away from students.

Book Looks

We use Book Checks to maintain standards. Reports are recorded on Blue Sky.

Essentially, we expect to see the following:

- Schemes of Learning are being followed and so is the sequencing of lessons;
- Students are being set appropriate and demanding work;
- Students are being given a wide variety of tasks;
- Progress Check are evident
- Learning is appropriately adapted for students;
- Work and homework are presented well;
- There is evidence of pink feedback in line with school policy
- College procedures such as use of the **purple pen** for marking, the **Green Pen Policy (GPP)**, the editing code and homework are being maintained; and
- Homework is regularly set and recorded accurately on SMHW.

Coaching and Support Programme

We believe that supporting staff to develop and progress in their pedagogy is a fundamental part of teaching. Therefore, we offer an informal programme where teachers can receive support from their Head of Department. The service is confidential and informal. Staff may be referred to the programme through the DDI process or through self-referral. Their progress will be reviewed at timely intervals.

Key areas:

- Up to 2 weeks for intervention on lesson planning

Following 3 areas are allowed up to 4 weeks active coaching intervention:

- Attitudes towards learning
- Assessment for Learning – checking for understanding
- Adaptive Learning

Aspire Training

The personalised programme is organised into five after school sessions led by a range of external experts, Heads of Faculty and Senior Leaders. Staff attend the relevant sessions to support their professional development and leadership. During Covid times many of these will be department based and led internally or via Zoom.

‘Good in 6’ Programme

The ‘Good in 6’ programme is designed to offer structured support through a Coaching and Mentoring Programme for staff so that they can develop their teaching practice. A staff member will begin this programme if they have been identified as not meeting the SJC 6 standard through the quality assurance procedures the school adopts.

Therefore, all feedback and support should be focused on developing pedagogy in the areas outlined in this policy. Importantly, the process is underpinned by a professional dialogue in which ideas and expertise are shared.

Staff who fail to make the necessary improvements and achieve the SJC 6 standard will be placed on capability (please see the Appraisal, Disciplinary and Capability Policies for further detail).

How to address concerns?

If teaching staff disagree with feedback they have been given or the way in which QA procedures have been carried out, they are advised to address it directly with the middle or senior leader. They can also make the AHT responsible for T&L/QA aware of the issue. Should the matter not be resolved through these informal arrangements, please refer to the line management structure and ensure that the AHT for L&T/QA is aware.

Serious issues which remain unresolved through the employment of the above practices must then be deferred to the school policies relating to appraisal, dispute and disciplinary, and capability procedures.

And finally . . .

We want to support teachers and ensure that the College's message on learning and teaching is clear, consistent and comprehensive. Please take the time to read this policy carefully, in particular the documents in the appendix as we are committed to students at this College learning to a high standard *everyday every lesson*.

Appendix

Teacher Tips! – Five things highly effective teachers do

Five things highly-effective teachers do

1. Harnessing learning intentions, narrative and pace

When teachers set learning intentions and use appropriate pace and have a clear and strong narrative about their teaching and curriculum, then students are more secure about their learning, and achievement and understanding is increased.

When teachers are clear about their learning intentions then the students become more engaged and feel more secure in their learning. But it is about more than just setting a learning intention or goal; importantly it is also about linking the intention to the learning outcome and success criteria for the lesson, as well as ensuring curricula progression.

This becomes the basis for the narrative of the lesson. Teachers with a strong sense of narrative are able to engage with deviation, knowing how to bring the discussion back on track. Pace is also necessary to keep the lesson lively and through increasing tempo, deal with potential low-level disruption. A learning intention for a lesson or series of lessons is a statement that describes clearly what the teacher wants the student to know, understand and be able to do as a result of the learning and teaching activity. In formulating the learning intention it is essential to consider three components:

- an action word that identifies the performance to be demonstrated
- a learning statement that specifies what learning will be demonstrate
- a broad statement of the criterion or minimum standard for acceptable performance, e.g. ‘By the end of the lesson you will be able to describe foundation concepts and questions in ...’

2. Setting challenging learning tasks

When learning tasks are purposeful, clearly defined, differentiated and challenging then the more powerful, progressive and precise the learning for all students.

In many of the instructional rounds conducted, we found that by and large, most students did not find the tasks they were set very challenging. Yet it is the tasks that students do that predict their performance. This requires setting tasks that are within the student’s ‘zone of proximal development’ and differentiated, if their learning is to progress. Usually, this involves having three or four ‘graded tasks’ available for each group with scaffolding around the task to ensure success. In *Looking in classrooms*, Good and Brophy¹ identified the six components listed below as central to scaffolding support for pupils carrying out tasks.

1. Develop student interest in accomplishing the intended goal of the task.
2. Demonstrate an idealised version of the actions to be performed.
3. Simplify the task by reducing the steps.
4. Control frustration and risk.
5. Provide feedback that identifies the critical features of discrepancies between what has been produced and what is required.
6. Motivate and direct the student’s activity to maintain continuous pursuit of the goal.

Closely associated with scaffolding is the gradual transfer of responsibility for managing learning. As students develop expertise they begin to assume responsibility for regulating their own learning, by asking questions and by working on increasingly complex tasks with increasing degrees

of autonomy.

¹ Good, T & Brophy, J 2008, *Looking in classrooms*, 10th edn, Allyn and Bacon, Boston, Massachusetts.

3. Framing higher order questions

When teachers systematically use higher order questioning, the level of student understanding is deepened and their achievement is increased.

Hattie's research on *Visible learning*² tells us that questioning is the second most prevalent teaching method, after teacher talk. Most teachers spend between 35% and 50% of their time in questioning. Questioning has a positive impact on student learning - but this effect is associated more with higher order questioning which promotes higher order thinking and curiosity. The evidence suggests that most teachers ask low-level questions, related more to knowledge acquisition and comprehension. Research studies suggest that 60% of teachers' questions recall facts and 20% are procedural in nature. Bloom's taxonomy of learning objectives is widely used as a basis for structuring questions, particularly higher order questions.

- **Knowledge** - recall previous material learned
- **Comprehension** - demonstrate understanding of facts and ideas
- **Application** - solve problems by applying knowledge, facts and skills learnt in different ways and situations
- **Analysis** - examine information and break into parts, make connections and support ideas and arguments
- **Evaluation** - present judgements, recommendations and opinions
- **Synthesis** - compile information in different, more creative ways; choose other solutions

The following sequence works well, as this approach makes everyone responsible for generating an answer, particularly when combined with some of the simple cooperative techniques described later in this section.

- Frame a question to the whole class
- Allow students time to think - 'wait time'
- Only then, call on someone to respond

4. Committing to assessment for learning

When peer assessment and assessment for learning (AFL) are consistently utilised, student engagement, learning and achievement accelerates.

The generally accepted definition of Assessment for Learning (AFL) has been defined previously as: 'The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'. This may be organised differently in different schools, but the rationale is always the same.

- Clear evidence about how to drive up individual attainment
- Clear feedback for and from pupils, so there is clarity on what they need to improve and how best they can do so
- Clarity for students on what levels they are working at, with transparent criteria to enable peer coaching
- A clear link between student learning and lesson planning

² Hattie, J 2009, *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*, Routledge, Oxon.

The OECD project on formative assessment concluded that it is one of the most useful strategies in

improving student performance. The following practices most consistently emerged during their research:

- establishment of classroom cultures that encourage interaction and the use of assessment tools
- establishment of learning goals and tracking individual student progress
- use of varied instruction methods to meet diverse student needs
- use of varied approaches to assess student understanding feedback on student performance and adapting instruction to meet learner needs
- active involvement of students in the learning process.

Teachers need to continue to develop their understanding of how students learn so they can help them to: reflect on how they learn; develop learning strategies and apply them in different circumstances; and engage in high quality dialogue with teachers, peers and others.

5. Implementing cooperative group structures

If teachers use cooperative group structures/techniques to mediate between whole class instruction and students carrying out tasks, then the academic performance of the whole class will increase as well as the spirit of collaboration and mutual responsibility.

Cooperative group work has a powerful effect in raising pupil achievement because it combines the dynamics of democratic processes with the discipline of academic enquiry. It encourages active participation in learning and collaborative behaviour by developing social as well as academic skills. The approach is highly flexible and draws on a wide range of methods - individual research, collaborative enquiry and plenary activities - and allows the integration of them all into a powerful teaching tool. It is most commonly used as part of the direct instruction model, both as part of teacher instruction and the structuring of group activities, although at times the teacher will use the approach to structure a whole lesson or series of lessons.

There is a wide range of strategies that comprise cooperative group work. They are all underpinned by the following five principles:

1. **Positive interdependence:** When all members of a group feel connected to each other in the accomplishment of a common goal - all individuals must succeed for the group to succeed.
2. **Individual accountability:** Where every member of the group is held responsible for demonstrating the accomplishment of their learning.
3. **Face-to-face interaction:** When group members are close in proximity to each other and enter into a dialogue with each other in ways that promote continued progress.
4. **Social skills:** Human interaction skills that enable groups to function effectively (e.g. taking turns, encouraging, listening, clarifying, checking, understanding, probing). Such skills enhance communication, trust, leadership, decision-making and conflict management.
5. **Processing:** When group members assess their collaborative efforts and target improvements.

Cooperative group work requires pupils to practise and refine their negotiating, organising and communication skills, define issues and problems and develop ways of solving them.

This includes, collecting and interpreting evidence, hypothesising, testing and re-evaluating.



RUBRIC: SHARED PURPOSE

<p>Teacher informs students of what they will be learning in the lesson.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The purpose of the lesson is not always clear. <input type="checkbox"/> Reference is made at the start of the lesson to the learning objective or question <input type="checkbox"/> Occasional reference is made to an objective as the lesson progresses. <input type="checkbox"/> A few students are aware of how the lesson will help them achieve in the SoW and beyond. <input type="checkbox"/> There are few attempts, if any, to link the lesson to prior learning or future goals. <input type="checkbox"/> The 'learning thread' is not always clear: transitions and activities do not clearly build upon one another which can cause confusion. <input type="checkbox"/> Students with educational needs are rarely given extra support in order to grasp the lesson's purpose. 	<p>Teacher explains to students <i>what</i> they are learning and <i>why</i> the learning will benefit them.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Most students have some understanding of the purpose of the lesson. <input type="checkbox"/> Explicit reference is made to the purpose of the lesson, how it links to the curriculum intent and it is usually referenced during the lesson. <input type="checkbox"/> Teacher usually links learning to prior learning and may reference future goals. Some students can explain how the lesson will help them achieve over the course of the unit. <input type="checkbox"/> The 'learning thread' is generally clear to most students: activities are linked, some attempts are made to ensure transitions are smooth and that knowledge/skills are developed explicitly. <input type="checkbox"/> Students with educational needs are usually considered and efforts are made to ensure they understand and can access the purpose of the lesson.
<p>BEGINNING PRACTICE</p>	<p>DEVELOPING PRACTICE</p>
<p>Students are aware of the purpose of the lesson & links to prior learning; regular references throughout the lesson that motivate and ensure understanding.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Over time, a variety of engaging strategies are used to share the purpose of the lesson. Students have an expectation for this; the vast majority are always clear on what & why they are learning and how they are going to learn. <input type="checkbox"/> Regular references are made, at key points in the lesson, to the purpose of the lesson and how it links to curriculum intent; students understanding is deepened and progress is enhanced. Students are often given the opportunity to articulate this through techniques such as questioning which deepens understanding. <input type="checkbox"/> Activities to bridge, link and recap prior learning are commonly built into lessons. Students connect their learning over time and some can articulate how well they are progressing. <input type="checkbox"/> The 'learning thread' is clear to all students; students are aware how tasks link and move them closer to the goals. <input type="checkbox"/> All student groups, including SEN students, can access the lesson and understand the purpose. 	<p>Teacher explains to students <i>what</i> they are learning, <i>why</i> this will benefit them and usually links this to prior learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are aware of the purpose of the lesson and how it links to curriculum intent; engaging strategies will be evident that communicate purpose and motivate students simultaneously. The 'learning thread' is clear to most students. <input type="checkbox"/> Explicit reference is usually made to the purpose of the lesson at key points in the lesson; students understanding is deepened and progress is enhanced. <input type="checkbox"/> Activities to bridge, link and recap prior learning are often built into lessons. Some students connect their learning over time and some can articulate how well they are progressing. <input type="checkbox"/> Clear efforts are made to ensure that students with educational needs are able to access the lesson and understand why each task is important.
<p>EXEMPLARY PRACTICE</p>	<p>GOOD PRACTICE</p>

RUBRIC: SUBJECT KNOWLEDGE

<p>Teacher knowledge of the curriculum or subject is insufficient; student learning is limited as opportunities to deepen learning are missed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher's subject knowledge is insufficient in some areas, leading to confusion or gaps in student knowledge. <input type="checkbox"/> Complex information could be shared more effectively – not all students can access the lesson and are therefore disengaged. <input type="checkbox"/> Lesson content is not always presented in a way that emphasises its relevance and importance to the students. <input type="checkbox"/> No links to other areas of the curriculum that extend the learning are made. <input type="checkbox"/> Opportunities to stretch pupils and extend their knowledge of a topic are often missed. 	<p>Teacher knowledge of the subject and curriculum is good. Students benefit from clear instructions and cover all aspects of the curriculum well.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher's subject knowledge is good with limited gaps, leading at times, to confusion or gaps in student knowledge. <input type="checkbox"/> Sometimes complex information could be shared more effectively – not all students can access the lesson and are therefore disengaged. <input type="checkbox"/> Sometimes lesson content is not presented in a way that emphasises its relevance and importance to the students. <input type="checkbox"/> Links to other areas of the curriculum are occasionally made, but not often developed as they could be. <input type="checkbox"/> Students are occasionally stretched, but opportunities are sometimes missed.
<p>BEGINNING PRACTICE</p>	<p>DEVELOPING PRACTICE</p>
<p>Students benefit from the teacher's excellent subject knowledge. Information and instructions are delivered with clarity. Students are given opportunities to link knowledge across the curriculum and deepen their understanding.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher's subject knowledge is excellent, as demonstrated by lesson content, extensions and questioning. <input type="checkbox"/> Complex information is imparted or shared effectively – all students can access the lesson and are engaged. <input type="checkbox"/> Lesson content is presented in a way that emphasises its relevance to the students, beyond just passing an exam. <input type="checkbox"/> Links to other areas of the curriculum that extend the learning are commonly made. <input type="checkbox"/> Whenever appropriate, students are stretched, even beyond the limits of the curriculum. 	<p>Students benefit from the teacher's excellent subject knowledge. Information and instructions are delivered with clarity: student learning covers all aspects of the curriculum thoroughly.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher's subject knowledge is excellent; lesson content is accurate and appropriate for the students. <input type="checkbox"/> Complex information is imparted or shared effectively – all students can access the lesson and are engaged. <input type="checkbox"/> Lesson content is presented in a way that emphasises its relevance to the students, beyond just passing an exam. <input type="checkbox"/> Links to other areas of the curriculum are often made. <input type="checkbox"/> Students are often stretched and challenged.
<p>EXEMPLARY PRACTICE</p>	<p>GOOD PRACTICE</p>

RUBRIC: ENGAGEMENT

<p>Learning is passive. Student behaviour for learning indicates that a significant number of them are disengaged with their learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The majority of students are not actively involved in their learning. <input type="checkbox"/> There are few opportunities for students to engage in meaningful dialogue. <input type="checkbox"/> Classroom practices does not encourage independence. <input type="checkbox"/> Student behaviour is generally poor primarily because the lesson lacks engagement and is not tailored to their needs <ul style="list-style-type: none"> <input type="checkbox"/> Questioning is primarily to individuals and led by 'hands up', resulting in many students disengaging. <input type="checkbox"/> Activities are <u>all</u> teacher-led and generally to be completed individually. 	<p>Student behaviour for learning indicates that students are engaged with their learning, though there are periods where this is not the case for some.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The majority of students are actively involved in their learning for most of the lesson. There is structure to planned activities. <input type="checkbox"/> There are some opportunities for students to engage in meaningful dialogue. <input type="checkbox"/> Classroom practices at times encourages independence. <input type="checkbox"/> Student behaviour is generally good. Students listen well and show enthusiasm for learning. <ul style="list-style-type: none"> <input type="checkbox"/> Several strategies to engage students, particularly when questioning the class, are evident. <input type="checkbox"/> Some opportunities are created for student-led or independent learning.
<p>BEGINNING PRACTICE</p>	<p>DEVELOPING PRACTICE</p>
<p>Learning is interactive. All students are engaged and actively seek to acquire knowledge/develop skills in a respectful and proactive manner. Students regularly lead learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students benefit from effectively structured tasks that ensure active participation and learning from all students. <input type="checkbox"/> Students engage in meaningful dialogue often. Students thrive on these opportunities and have the vocabulary to express thoughts clearly. <input type="checkbox"/> Classroom practices often encourage independence. <ul style="list-style-type: none"> <input type="checkbox"/> Student behaviour is exemplary. Students listen, participate keenly and show enthusiasm for learning. <input type="checkbox"/> Tasks are varied and engaging. <input type="checkbox"/> Peer assessment and group tasks are carried out effectively by students. <input type="checkbox"/> Student-led and independent learning are common and carried out effectively by learners. 	<p>Student behaviour for learning is positive. Students are engaged with their learning and actively seek to acquire knowledge/develop skills in a respectful and proactive manner.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are actively involved in their learning usually. Tasks are structured to enhance progress. <input type="checkbox"/> There are regular opportunities for students to engage in meaningful dialogue. <input type="checkbox"/> Classroom practices often encourage independence. <input type="checkbox"/> Student behaviour is good. Students listen well, participate keenly and show enthusiasm for learning. <ul style="list-style-type: none"> <input type="checkbox"/> Tasks are structured to encourage students' engagement. Throughout a lesson, several effective strategies will be evident. <input type="checkbox"/> Regular opportunities are created for student-led or independent learning.
<p>EXEMPLARY PRACTICE</p>	<p>GOOD PRACTICE</p>

RUBRIC: RESPECTFUL RELATIONSHIPS

<p>Students usually follow instructions and attempt to complete the work set.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are disrespectful and do not follow instructions properly. <input type="checkbox"/> Learners show little regard for learning in the lesson. <input type="checkbox"/> Approaches to behaviour management are inconsistent and generally ineffective: they do not foster positive relationships. <input type="checkbox"/> Teacher standards are not high enough. <input type="checkbox"/> Teachers rely on a few, ineffective strategies to manage the behaviour of classes. <input type="checkbox"/> Students do not always attempt tasks with a view to achieving their best. <input type="checkbox"/> The classroom environment is not always conducive to effective learning. 	<p>Students are compliant, respectful and generally positive. They will follow most instructions willingly. Teacher models desired behaviours.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Behaviour is generally good, from most students. <input type="checkbox"/> Approaches to behaviour management can be inconsistent and confusing to students. <input type="checkbox"/> Pupils generally respond to instructions quickly. <input type="checkbox"/> Learners display a variety of attitudes to their learning in the lesson. The majority of pupils are punctual and show a desire to succeed. <input type="checkbox"/> At times, teacher standards are not yet consistently high enough. Some strategies are used to ensure students meet expectations <input type="checkbox"/> Students attempt tasks and follow the instructions of the teacher. At times they are overly reliant on teachers help. <input type="checkbox"/> The environment is generally polite and courteous.
<p>BEGINNING PRACTICE</p>	<p>DEVELOPING PRACTICE</p>
<p>Teachers have fostered a positive and safe environment in which pupils enjoy their learning and strive to meet the extremely high standards set.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners' behaviour has a very strong positive impact on their progress. <input type="checkbox"/> Approaches to behaviour management and punctuality are consistent and systematic. <input type="checkbox"/> Learners have a thirst for knowledge which promotes progress. <input type="checkbox"/> Learners have excellent, enthusiastic attitudes to learning and manage their own behaviour to support learning and progress. <input type="checkbox"/> Teachers set extremely high standards which students strive to meet. <input type="checkbox"/> Teachers use a variety of strategies to develop strong relationships with pupils e.g. humour. <input type="checkbox"/> Teachers celebrate success; students are able to lead each other in their learning. 	<p>Students are enthusiastic and expect to learn well in lessons. Learning routines are evident; teacher models positive behaviours using a variety of strategies to manage the class.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Behaviour is good. Good relationships exist between teacher and most learners. <input type="checkbox"/> Pupils respond very quickly to instructions allowing the lesson to flow smoothly. <input type="checkbox"/> Learners demonstrate positive attitudes towards their teachers, their learning and each other. A very large majority of pupils are consistently punctual to lessons. <input type="checkbox"/> Students are able to work independently. They make efforts to solve problems before asking for the teacher's help. <input type="checkbox"/> Learners respond well to the behaviour policy. <input type="checkbox"/> Teachers set high standards and use a variety of strategies alongside the behaviour policy.
<p>EXEMPLARY PRACTICE</p>	<p>GOOD PRACTICE</p>

RUBRIC: ADAPTIVE LEARNING: CHALLENGE & VARIED TASKS

<p>Teacher is aware of strategies that create challenge in the classroom.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Many students are able to avoid challenge while meeting success criteria. <input type="checkbox"/> Teacher sets low level cognitive tasks that ask students to repeat, list, name, record, locate or select (Bloom’s Knowledge tasks). <input type="checkbox"/> Teacher uses subject-specific language to explain concepts. <input type="checkbox"/> Students are only occasionally asked to think hard and develop or apply their thinking. <input type="checkbox"/> Some students use subject-specific language to explain concepts. <input type="checkbox"/> It is common for students to be passive and display off-task behaviour. 	<p>Teacher uses teaching strategies that are usually matched to most students’ needs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Most tasks set by the teacher challenge students and require them to use subject-specific language to explain concepts. <input type="checkbox"/> Students demonstrate some autonomy. They often require teacher input before deciding what they need to do to improve their performance. <input type="checkbox"/> Some students are challenged to demonstrate subject expertise. <input type="checkbox"/> Teacher sets some tasks that require students to think beyond knowledge recall such as tasks that require application, analysis and synthesis. <input type="checkbox"/> Occasionally, the teacher mismatches challenges and students’ levels of understanding. This is apparent from flagging pace, engagement and/or motivation.
<p>BEGINNING PRACTICE</p>	<p>DEVELOPING PRACTICE</p>
<p>Students benefit from well-judged and often inspirational teaching strategies. Challenge engages students and they learn optimistically and independently.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All tasks are precisely targeted. Each student makes greater than expected progress. <input type="checkbox"/> Students know subject-specific language and use it to talk about their thinking. <input type="checkbox"/> All students understand the desired learning outcome and regulate their performance. <input type="checkbox"/> Students confidently apply knowledge to other contexts, problems or situations. <input type="checkbox"/> Students are engaged by, and able to complete, tasks that require them to think hard, analyse, evaluate and synthesis. <input type="checkbox"/> Students have the ability to monitor their own learning. They are questioning and work independently on increasingly complex tasks. 	<p>Teacher matches teaching strategies to most student needs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Most tasks are differentiated and all students are challenged to an extent. <input type="checkbox"/> Students may develop autonomy through task choice. <input type="checkbox"/> All students demonstrate progress. <input type="checkbox"/> Students can talk about the gap between their current performance and the desired performance. <input type="checkbox"/> Students are encouraged and supported to use subject-specific language to explain their thinking. <input type="checkbox"/> Students are asked to think hard and perform high level cognitive tasks, such as arguing, justifying, analysing, and evaluating
<p>EXEMPLARY PRACTICE</p>	<p>GOOD PRACTICE</p>

RUBRIC: UTILISE PROGRESS CHECK STRATEGIES: AfL



MIME – Maximum Impact, Minimum Effort

This myth buster is derived from Ofsted feedback. Please manage your time effectively and make sure that you are marking SMART. Make effective use of **DIRT weeks** to ensure that students are acting on feedback and improving their work.

Myth Buster!

- Teachers **do not need to mark every** piece of work. It is more important to **provide succinct and subject-specific feedback** on particular pieces of work i.e. extended pieces of writing such as lengthy paragraphs, essays, exam questions etc.
- Comments do not need to be lengthy or extensive; focus on what telling the student *what (WWW and what to improve)* and *how (how to make their work better)*
- The same amount or type of work **is not** expected for students of different abilities
- Use of 'Teacher stamps' with student comment/response is acceptable
- Oral and verbal feedback can be recorded by students
- Marking and assessment in different subjects **does not need to look the same**



Most importantly, marking should be used to tell/show students **how to improve.**

It is then **the job of the student to make the necessary improvements so build in time for **DIRT!****

Bloom's Taxonomy – Improving Questioning

Knowledge

- What happened after . . . ?
- How many . . . ?
- Who was it that . . . ?
- Can you name the . . . ?
- Described what happened at . . . ?
- Who spoke to . . . ?
- Can you tell why . . . ?
- Find the meaning of . . . ?
- What is . . . ?
- Which is true or false . . . ?

Comprehension

- Can you write in your own words . . . ?
- Can you write a brief outline . . . ?
- What do you think might happen next . . . ?
- Who do you think . . . ?
- What was the main idea . . . ?
- Who was the key character . . . ?
- Can you distinguish between . . . ?
- What differences exist between . . . ?
- Can you provide an example of what you mean . . . ?
- Can you provide a definition for . . . ?

Application

- Do you know another instance where . . . ?
- Could this have happened in . . . ?
- Can you group by characteristics such as . . . ?
- What factors would you change if . . . ?
- Can you apply the method used to some experience of your own . . . ?
- What questions would you ask of . . . ?
- From the information given, can you develop a set of instructions about . . . ?
- Would this information be useful if you had a . . . ?

Analysis

- Which events could have happened . . . ?
- If . . . happened, what might the ending have been?
- How was this similar to . . . ?

- What was the underlying theme of . . . ?
- What do you see as other possible outcomes?
- Why did . . . changes occur?
- Can you compare your . . . with that presented in . . . ?
- Can you explain what must have happened when . . . ?
- How is . . . similar to . . . ?
- What are some of the problems of . . . ?
- Can you distinguish between . . . ?
- What were some of the motives behind . . . ?
- What was the turning point in the game . . . ?
- What was the problem with . . . ?

Synthesis

- Can you design a . . . to . . . ?
- Why not compose a song about . . . ?
- Can you see a possible solution to . . . ?
- If you had access to all resources how would you deal with . . . ?
- Why don't you devise your own way to deal with . . . ?
- What would happen if . . . ?
- How many ways can you . . . ?
- Can you create new and unusual uses for . . . ?
- Can you write a new recipe for a tasty dish?
- Can you develop a proposal which would . . . ?

Evaluation

- Is there a better solution to . . . ?
- Judge the value of . . . ?
- Can you defend your position about . . . ?
- Do you think . . . is a good or a bad thing?
- How would you have handled . . . ?
- What changes to . . . would you recommend?
- Are you a . . . person?
- How would you feel if . . . ?
- How effective are . . . ?
- What do you think about . . . ?

Lesson Observation Teachers' Standards from September 2012

1 Set high expectations which inspire, motivate and challenge pupils (High expectations)

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils (Progression)

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge (SK and Pedagogy)

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4 Plan and teach well structured lessons (Planning)

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils (Individual Needs)

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment (Assessment)

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment (Behaviour)

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities (Professional values and practice)

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- **Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.**
- **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**

The Editing Code

Spelling, Punctuation and Grammar

- Marking in all subjects should include the students' use of English, particularly spelling, punctuation and grammar, standard symbols should be used

Symbol	Meaning (task)
Sp	Spelling error (find & write out the correct spelling)
P	Punctuation error (change or remove the punctuation)
Λ	Missing word(s) Add in the correct word
c	Capitalisation error
//	New paragraph needed
g	Grammatical error
?~	Unclear meaning or word (Change)
T	Target
w	Incorrect word (Change to the correct word)

Green Pen Policy

Outstanding marking at SJC

Green pens are for **student use**. You can use them to peer and self assess

1) To peer assess someone else's work. The student peer assessor should make corrections in green pen. Then, at the end of the work the peer assessor should write
-What went well (W.W.W.)
-Even better if (E.B.I.)

2) Proof reading Before a student hands in a piece of work, place a success criteria on the board and get students to amend and improve their work.

3) Editing When you take in a piece of work to mark, do not make corrections yourself but instead use your department's marking symbols in the margin to highlight errors. Students should be given time in the next lesson to make the corrections themselves

4) In response to marking feedback
Students can use the green pens to respond to marking feedback. Strong feedback is timely, specific, actionable and useful. Students should be given opportunities to re-learn and practice the skill again right away.

Presentation, Layout and Marking at SJC

Please refer to these guidelines in your initial lessons in September and throughout the year. Students in KS3 track their progress using the front section of their books and KS4 students track their progress on these graphs. Please see your HoD/S for your department copies.

SJC 6 EXCELLENT LEARNER

Your exercise book is your responsibility, look after it as it is a record of your hard work and a useful revision tool.

Name _____ Date _____
Signature _____



Work, Layout and Presentation Rules

You must adhere to these rules unless you are told otherwise by a member of staff.

1. Only write in blue or black pen and draw in pencil.
2. At the start of a new lesson, rule a line under the last piece of work ensuring you have left two lines before it. Do not leave unnecessary gaps or whole pages.
3. Always begin every piece of work with a title, date and an aim (or learning objective), CWK or HWK, each of which must be underlined with a ruler.
4. If you make an error in your work, cross it out using a single ruled line.
5. When reflecting and improving your work use green pen.
6. When correcting your literacy use green pen.



REMEMBER that graffiti, scribbling and doodling are not allowed in your exercise books.

	<u>Thursday 6th September 2018</u>	<u>CWK</u>
	<u>4:1 Landscapes from the past</u>	
	<u>LO: To learn about the role past processes play in creating the U.K</u>	

Teacher Feedback at SJC

Your teacher will assess your learning during every lesson using:

- Questioning
- Oral and Written Feedback
- Success criteria
- Peer and Self-Assessment
- WWW - what the student is doing well EBI: how they can improve



Take pride in your work!

Progress Tracker

Target Grade

EOY GCSE

9					
8					
7					
6					
5					
4					
3					
2					
1					
TR6					
TR5					
TR4					
	AP1	AP2	AP3	AP4	Target

AP1 R A G
To progress I need to develop my skills in...

AP2 R A G
To progress I need to develop my skills in...

AP3 R A G
To progress I need to develop my skills in...

KS4 Only AP4 R A G
To progress I need to develop my skills in...

Using the right connectives...

Opposition

however / nevertheless / on the other hand / but / instead / in contrast / looking at it another way / although / the main reasons against / some people do not believe / for instance / the evidence for this suggests / disagree / whereas / as long as but...

Reinforcing/in addition

besides / anyway / after all / many people believe / this is an important issue because / one reason is / furthermore / also / moreover / in addition / a further point / claim that... and...

Explaining/listing

for example / in other words / for instance / first of all / finally / in conclusion / after much thought / the main reason for this / in the end we decided / I believe that so...

Cause and effect

therefore / consequently / as a result / thank to this / because of this / this causes / so / the reason that / this results in / when because...

Time

Prior (at the beginning)
at first / before / in the beginning / until then / firstly

Following (afterwards)

just then / next / in due course / in the end / after that / later / finally / eventually / a month later

Parallel (at same time)

in the mean time / simultaneously / concurrently / meanwhile then...

Example of diagnostic marking and green pen actions:

Year 13 feedback

NAME: Jayden

THIS IS	TEACHER	ASSESSED WORK
Practice exam questions		
Grading= 13/18	STAR LITERACY: ★★☆☆	

WWW:

- You can define the term social cost using terms such as innocent third party
- You can provide an example of a private cost and explain it using relevant key terms
- You can identify an example of a negative externality
- You can illustrate a negative externality

EBI:

- You can define the term social cost using terms such as private costs and negative externalities
- You can illustrate a negative externality
- You can analyse your diagram linking it back to explain how negative externalities are market failure

Learning Action:

Social Cost - Private cost plus negative externality 2/2

This graph shows negative externality as at P_1, Q_1 forms of considering that own private cost. Not that social cost being the process third party. Although if they don't consider the negative externality supply would decrease. Labeled as MSC. Therefore quantity produced will fall from P_1 to P_2 . Goods be not produced at Q_2

SIGNED BY TEACHER: C Kane DATE: 24/10/18

Year 12 feedback

NAME: Ali K

THIS IS	TEACHER	ASSESSED WORK
Practice exam questions: For an economy to achieve high social welfare, they should use a free market approach. Discuss. 25 marks		
Grading= S+G+S= 22/25	STAR LITERACY: ★★☆☆	

WWW:

- You define the term social welfare and a free market
- You identify 2 ways in which a free market can lead to high social welfare
- Your methods are developed using logical chains of reasoning
- You include examples/ graphs/ data to support one of your reasons as to why it helps achieve high social welfare
- You identify 2 ways in which a free market does not lead to high social welfare
- Your methods are developed using logical chains of reasoning
- You include examples/ graphs/ data to support your reasons as to why it does not help achieve high social welfare
- You make a judgement
- Your judgement includes two depends upon points

EBI:

- You include examples/ graphs/ data to support both your reasons as to why it helps achieve high social welfare
- Consider an alternative system in your judgement that may be better and explain why

Learning Action:

An alternative system in would be by having a mixed economy as this ultimately would achieve high social welfare. This is because a free market and a command economy have their faults such as with a free market the poor people have no help and will suffer and in a command economy high skilled workers for e.g will not get a bonus or increase in pay ea. Hence a mixed economy will benefit to all the people as you have the government increasing to help the poor with benefits for e.g and entrepreneurs and businesses to rise in the economy and maximize profits.

SIGNED BY TEACHER: C Kane DATE:



Marking Crib Sheet

Date: November 2018 Class Y13 Economics

WWW:

You identify sugary foods as a demerit good- Edmond, Sahill, Abilaash, Haroon, Abdul, Junayd & Jayden

You define the taxes- Jack, Abilaash & Abdul

You identify 2 valid points on why sugary foods are market failure which a tax can solve- Abbas, Nathan, Edwin, Edmond, Sahill, Jack, Abilaash, Haroon, Abdul, Junayd, Jayden

You use a relevant graph to demonstrate why sugary foods are market failure- Abbas, Edwin, Sahill, Abilaash, Haroon & Abdul

You include relevant statistics- Nathan, Edwin, Edmond, Jack, Haroon, Abdul, Junayd & Jayden

You identify 2 valid points on why a tax would not solve the cause of sugary foods being market failure- Abbas, Nathan, Edwin, Edmond, Jack, Abilaash, Abdul, Junayd, Jayden

You use a relevant graph to demonstrate why tax wont solve the market failure- Abbas, Nathan, Edmond, Abilaash, Abdul & Junayd

You make a judgement- Abbas, Nathan, Edwin, Edmond, Jack, Haroon, Abdul, Junayd, Jayden

You provide and explain 2 relevant depends upon points- Edmond, Jack, Abilaash & Abdul

Misconceptions:

To Do:
 Making bold statements- with relatively inelastic goods does demand change?
 The incident of tax should be included in all responses



SPaG:

Check and amend all errors identified on work.

EBI:

You define and add relevant key terms to explain a tax- Abbas, Nathan, Edmond, Sahill, Jack, Haroon, Junayd & Jayden

You identify what type of a good sugary foods are and explain why- Abbas

Explain all graphs- Abbas & Abilaash

Develop logical links to fully analyse- Abbas & Junayd

You include relevant statistics- Abbas, Sahill & Abilaash

Ensure all points have a graph or example or evidence- Nathan, Abilaash, Haroon & Jayden

Illustrate the amount of tax- All but Abilaash & Haroon

Explain why a tax leads to lower consumption- Edmond & Junayd

Add a graph to show why sugary foods are market failure and how a tax works- Edmond

You provide and explain 2 relevant depends upon points- Sahill, Abilaash & Haroon



↓ NEXT?

DIRT Activities:

Consolidate- Abbas, Abilaash- ensure all points have an explained diagram and or evidence, facts or an example

Develop- Ensure all points directly link back to the question, using key terms to emphasise how the tax will or will not solve the failure: Jack, Edmond, Edwin, Nathan, Junayd, Haroon, Sahill, Jayden & Haroon

Stretch:

Abdul- add a graph to show the impact of a regressive tax. Add 4 more key terms to work.



Polaroid Moments

Abdul- perfecting all skills
 Sahill- using a new graph- regressive tax
 Jack- use of statistics & research
 Abilaash- introduction
 Haroon- paragraph on tax burden

DDI and support flow chart:

