



**ELTHORNE PARK**

— HIGH SCHOOL —

## **Teaching, Learning & Assessment Policy**

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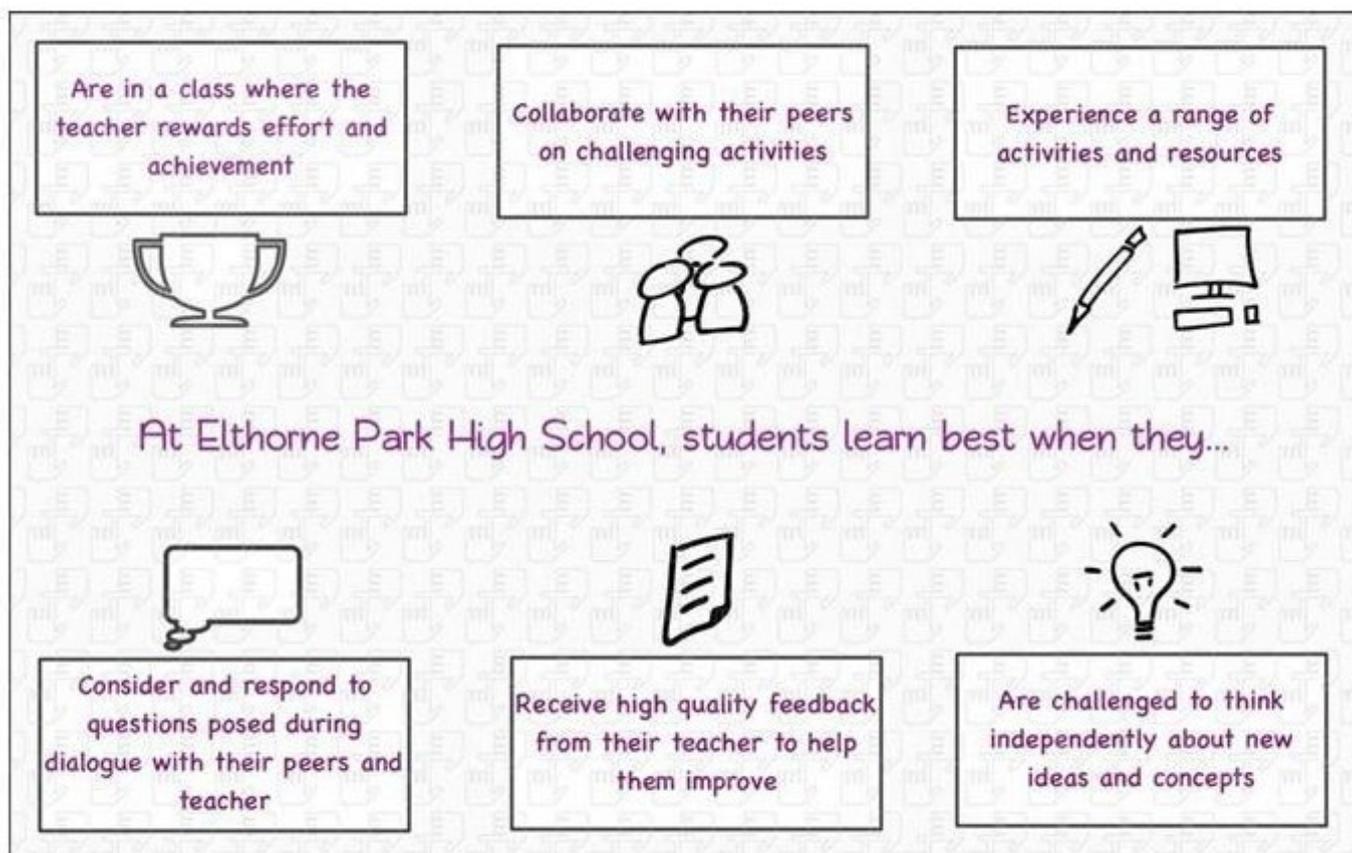
## Section A: Our Philosophy at EPHS

Our school's mission statement is: 'Achieving Excellence in a Learning Community'. This is not just a mission statement; it is central to our pursuit in offering the best learning experiences to our students and a reflection of our pride in what we can achieve together.

We believe students have the right to experience excellence in the quality of teaching they receive. Students are not passive in experiencing excellent teaching and learning; they take ownership of their learning and work with teachers to create an exciting, supportive and purposeful environment. Central to this is the role of assessment. Excellent teaching and learning can only be realised if assessment has been undertaken effectively, so that teachers fully understand students' learning needs, plan to address identified gaps, and set targets that help students to improve. Likewise, effective assessment needs to take place before students can have full control over their learning, celebrate their successes and also reflect on their mistakes, learn from them and develop further.

At EPHS, our aim is to develop students academically, socially, morally, spiritually and culturally and for every student to be given the opportunity to achieve excellence.

The student teaching and learning council have played a vital role in shaping the learning culture at EPHS. The students created an illustration below, stating how they learn best.



## **Section B: Planning for Outstanding Teaching and Learning**

Excellent planning is at the heart of outstanding teaching and learning. In the words of Benjamin Franklin: 'He who fails to plan, plans to fail.' There are different levels of planning; each level complements the other.

Teachers need to have a curriculum map for each year group, which details the long term overview of what is to be studied. In the curriculum map, teachers need to know:

- What topics to cover
- How long each topic is
- What key knowledge, understanding and skills to teach
- How the learning will be assessed.

In addition, teachers need to have a medium term plan for each topic or unit of work. In the medium term plan, teachers need to know:

- The key learning question and learning outcomes for the learning episodes
- The main teaching activities
- Homework activities
- What assessments need to take place
- Resources required
- Opportunities to develop the social, moral and cultural aspects of learning
- Opportunities to develop reading, writing, mathematics and communication.

Curriculum maps and medium term plans are the overall responsibility of subject leaders and must be given out to their team at the start of the year. Curriculum maps must also be available to publish on the school website. Senior leaders will monitor the curriculum maps and medium term plans to ensure there is clear progression of knowledge, understanding and skills across the year groups.

All teachers need to plan effectively using their staff planner as a recording tool, taking into consideration where they are in the medium term plan. During an appraisal observation, a lesson plan, using the school's lesson plan proforma, should be provided for the observer. When planning individual lessons at any time, however, teachers should always seek to take into account:

- What is the key learning question?
- What is the ability range of the class?
- What are the differentiated learning outcomes and what differentiated tasks are there which are matched to the learning outcomes?
- What activities are there to consolidate learning and introduce new learning to the students?

- What opportunities are there to monitor student progress against the learning outcomes?
- How are the needs of groups of students (PP, SEND, EAL, Accelerated Learners) and individual underachievers being met?
- What opportunities are there for students to reflect on their own and others' learning?
- What homework should be set to extend the learning of students?

Teachers should also refer to the Elthorne Lesson Planning Checklist on the Elthorne Teaching and Learning Toolkit at

<https://docs.google.com/document/d/1gbMDxdZeLUXbm82Mq20EINIVv9Bo22IEsvOgRUIwz8Q/edit> .

See Appendix A.

Delivering outstanding student outcomes means taking into account how lessons match the requirements of the Ofsted framework and teacher should keep these in mind whenever they are planning lessons. The criteria for Outstanding Quality of Teaching are:

- ✓ Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.
- ✓ All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- ✓ Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- ✓ The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- ✓ Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.
- ✓ Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.
- ✓ Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately.

The areas of the 'Elthorne Way' fall under the umbrella of five crucial aspects of pedagogy which will work to improve these areas: developing engaging activities that encourage thought; becoming communication friendly; assessment for learning; developing independence and resilience as learners; and stretch and challenge for all. The Elthorne Way seeks to develop these key areas of pedagogy in the framework of a lesson that is well structured and consistent. The 'Elthorne Way' is outlined below. The content of the 'Elthorne Way' also connects to the school's lesson observation form (see Appendix B) which provides prompts for agreed good practice at EPHS.

## Teaching in the classroom: how do students learn best at Elthorne Park?

### Pedagogy: The Elthorne Way

In applying 'The Elthorne Way' below, we expect teachers to use the following as a starting point at all times.

**1) Application of whole school agreed evidence informed strategies drawn from the 'EPHS Teaching and Learning Toolkit' (as appropriate to the learners in the lesson).**

**2) All CPD run in the school is evidence informed.**

**1) Application of whole school agreed evidence informed strategies drawn from the 'EPHS Teaching and Learning Toolkit' (as appropriate to the learners in the lesson).**

At Elthorne, we activate and connect the learning by:	So that...	Relevant Evidence informed research /strategies
<p><b>Using the Elthorne arrival routine and beginning with a starter in the form of a hook or big question as students walk in.</b></p>	<p>Students are curious and keen to begin and start learning straight away.</p>	<p><a href="#"><u>Bennett, T., 'Creating a Culture: How school leaders can optimise behaviour' DFE, March 2017</u></a></p>
<p><b>Beginning a lesson with a short review of previous learning and checking existing understanding first.</b></p>	<p>We can gauge how much students have learned to strengthen the connections of the material learnt. The regular review of prior learning will allow students to recall words, content and concepts more easily when they need this material to answer questions or learn new material.</p>	<p><a href="#"><u>Willingham, D., 'What will Improve a Student's Memory?', American Educator, Winter 2009</u></a></p>
<p><b>Sharing the outcomes for the lesson.</b></p>	<p>So that the students are clear about the what, how, and why of learning and they know what the expected outcomes look like from the outset.</p>	<p><a href="#"><u>Fulmer, S, Dr. 'Should I share my learning outcomes with students?' The Learning Scientists Blog. August. 2017.</u></a></p>

<p><b>Pre-teaching and checking subject specific language from the outset.</b></p> <p><b>Using tools such as visuals and / or anecdotal examples.</b></p>	<p>Students are equipped with some of the literacy tools that they will need as the lesson and learning progresses.</p> <p>Students are able to access the learning in a concrete way that makes sense.</p>	
<p><b>At Elthorne, we secure the learning by:</b></p>	<p><b>So that...</b></p>	<p><b>Relevant Evidence informed research /strategies</b></p>
<p><b>Developing high standards of literacy and numeracy through explicit vocabulary instruction.</b></p>	<p>We can provide our students with the extensive vocabulary range they need to be successful in school and beyond.</p> <p>All teachers are exposing all students to Tier 1, Tier 2, Tier 3 language in every lesson. Students who come from a 'word-rich' family, where they have been encouraged to read and have discussions about the world around them, will have a good tier 2 vocabulary. At school, students will be exposed to a growing number of tier 3 words - subject specific vocabulary in every lesson, every day. We have a moral obligation to ensure that students who come from a</p>	<p><a href="#">Allison, S. 'Explicit Vocabulary instruction as a Whole School Literacy Strategy' Class Teaching Blog. November, 2017.</a></p> <p><a href="#">Allison, S. 'Words' Class Teaching Blog. August, 2017.</a></p>

<p><b>Presenting reading opportunities in a text friendly format that is appropriate to the reading age of the class</b></p>	<p>‘word-poor’ background, are able to flourish in all lessons by getting to grips with the vocabulary they need to be successful.</p>	<p><a href="#">Kelley, J. Reading F.A.V.S. Elthorne Park High School. September 2018</a></p>
<p><b>Asking a range of questions targeted at particular students, and using discussion to build on and challenge the responses of others.</b></p>	<p>We can continue to develop students literacy through reading. Reading is vital to helping students develop vocabulary and comprehension.</p>	<p><a href="#">Quigley,A. ‘Conducting Classroom Talk’ The Confident Teacher Blog. April, 2014</a></p>
<p><b>Explaining ideas using visuals to support instructions, content and context. This may include the use of checklists.</b></p>	<p>We clarify and strengthen students’ knowledge of concepts by asking “why,” “how,” and “compare and contrast” questions. These questions require more than factual knowledge and force students to add more detail, evidence for arguments, and comparisons of key ideas, allowing students to move beyond an exchange of opinions or feelings.</p>	<p><a href="#">Quigley, A. ‘Disciplined Discussion - As Easy as ABC’ The Confident Teacher Blog. December, 2013</a></p>
<p><b>Explaining ideas using visuals to support instructions, content and context. This may include the use of checklists.</b></p>	<p>Students’ learning increases. Research shows that learners receive information through two primary pathways e.g.words and graphics, and the learning will increase when teachers convey new material through both of these means. For example, graphics that convey concepts and ideas are more effective when paired with written labels, spoken explanation or both. Graphics include illustrations, diagrams, and flowcharts, as well as animation or video.</p>	<p><a href="#">Rosenshine, B., ‘Principles of Instruction’, American Educator, Spring 2012</a></p>
<p><b>Explaining ideas using visuals to support instructions, content and context. This may include the use of checklists.</b></p>	<p>Students can learn to solve problems faster. Through the use of worked examples we can plan lessons that minimise the strain on on the working</p>	<p><a href="#">Smith, M. &amp; Weinstein, Y., ‘Learn How to Study using... Dual Coding’, Learning Scientists, 2016.</a></p>
<p><b>Explaining ideas using visuals to support instructions, content and context. This may include the use of checklists.</b></p>	<p>Students can learn to solve problems faster. Through the use of worked examples we can plan lessons that minimise the strain on on the working</p>	<p><a href="#">Metacognition and Self Regulated Learning Report. EEF. April, 2018.</a></p>
<p><b>Explaining ideas using visuals to support instructions, content and context. This may include the use of checklists.</b></p>	<p>Students can learn to solve problems faster. Through the use of worked examples we can plan lessons that minimise the strain on on the working</p>	<p><a href="#">Recommendation No.3 Metacognition and Self Regulated Learning Summary of</a></p>

<p><b>Providing students with models and worked examples.</b></p>	<p>memory and allow students to build up the kinds of mental models e.g. show students how its done before they try it. This will allow them to flourish when faced with a challenge</p> <p>Students have sufficient time to rehearse new material as without the opportunity to rehearse this new material, it will be lost.</p>	<p><a href="#"><u>Recommendations. EEF, April, 2018</u></a>  <a href="#"><u>Rosenshine, B., 'Principles of Instruction', American Educator, Spring 2012</u></a></p> <p>Retrieval practice  Practice testing  Distributed practice</p>
<p><b>Providing activities that break down learning into manageable steps and encourage recall and review allowing time for discussion, consolidation and practice.</b></p>	<p>Students are practising and rehearsing skills or content correctly. This will allow students to be more successful when working independently.</p> <p>We can help to consolidate this information into our memory. Retrieval practises bringing information to mind. Our long term memory has a huge capacity to store information whereas our working memory has a fairly limited capacity. Automatic recall frees working memory for problem solving and creativity.</p> <p>Students can learn new material with fewer errors.</p>	<p>Research suggests that spending time rephrasing, elaborating and summarising new material will help to commit it to the long term memory.</p> <p><a href="#"><u>Dunlosky, J., 'Strengthening the Student Toolbox: Study Strategies to Boost Learning', American Educator. Fall, 2013.</u></a></p>
<p><b>Regularly checking student understanding.</b></p>	<p>Students develop a thirst for knowledge and are inspired by the passion of the teacher as learner.</p>	
<p><b>Consciously promoting curiosity by showing our love of subject knowledge.</b></p>	<p>Students know why they are doing what they doing, and how it connects to wider learning.</p>	<p><a href="#"><u>Recommendation no. 2 Metacognition and Self-regulated Learning. Summary of</u></a></p>

<p><b>Ensuring that there is a clear thread of learning in the lesson (and over time) with a range of activities that link well to one another.</b></p>	<p>Students have the opportunity to work independently to broaden their knowledge, skills and understanding outside of lesson time.</p>	<p><a href="#"><u>Recommendations.</u></a> <a href="#"><u>EEF, April, 2018</u></a></p> <p><a href="#"><u>Weinstein, Y &amp; Smith, M., 'Six Strategies for Effective Learning', Learning Scientists, 2017.</u></a></p>
<p><b>Setting home learning tasks that deepen learning further or prep for future learning</b></p>		<p>7 step model for explicitly teaching metacognitive strategies (EEF):</p> <ol style="list-style-type: none"> <li>1. Activating prior knowledge;</li> <li>2. Explicit strategy instruction;</li> <li>3. Modelling of learned strategy;</li> <li>4. Memorisation of strategy;</li> <li>5. Guided practice;</li> <li>6. Independent practice; and</li> </ol> <p>Structured reflection.</p>

At Elthorne, we adapt the learning by:	So that...	Relevant Evidence informed Research / strategies
<p><b>Ensuring we know our students: their abilities, strengths, needs and personalities. This should also be reflected in the seating plan.</b></p> <p><b>Using assessment data and targets to set high expectations and planning differentiated tasks with differentiated resources that challenge all.</b></p> <p><b>Using resources that provide both hint and challenge and setting extension tasks to stretch further.</b></p> <p><b>Making highly effective use of other adults in the classroom to accelerate the progress of those who may otherwise fall behind.</b></p> <p><b>Using differentiated questioning to break down concepts and also develop higher order thinking.</b></p> <p><b>Providing communication friendly resources, checklists and scaffolds to support learning.</b></p> <p><b>Developing and monitoring independent practice.</b></p>	<p>We can plan for individual strengths, needs and progress and ensure that each student reaches his or her potential.</p> <p>Students of all abilities make excellent progress appropriate to their ability.</p> <p>All students are able to access both support and challenge when they need it.</p> <p>We make good use of resources and students are confident to ask other adults in the room for help when they need it.</p> <p>We are able to reinforce where needed and challenge whenever possible.</p> <p>We provide clarity and accessibility as well as develop and model good literacy.</p> <p>Students have the opportunity to work independently to broaden their knowledge, skills and understanding outside of lesson time.</p>	<p><a href="#"><u>Sharpe, H., '5 Ways to Make Knowledge Stick' Teacher Toolkit Blog. March 2018</u></a></p> <p><a href="#"><u>Dunlosky, J., 'Strengthening the Student Toolbox: Study Strategies to Boost Learning', American Educator. Fall, 2013.</u></a></p> <p><a href="#"><u>Rosenshine, B., 'Principles of Instruction', American Educator, Spring 2012</u></a></p> <p><a href="#"><u>Weinstein, Y &amp; Smith, M., 'Six Strategies for Effective Learning', Learning Scientists, 2017.</u></a></p> <p>7 step model for explicitly teaching metacognitive strategies:</p> <p>Activating prior knowledge; Explicit strategy instruction; Modelling of learned strategy; Memorisation of strategy; Guided practice; Independent practice; and structured reflection.</p>

At Elthorne, we check the learning by:	So that...	Relevant Evidence informed Research
<p><b>Regularly ‘checking in’ on students to ensure they have fully understood the key learning question</b></p>	<p>Both the teacher and the students can reflect on progress made throughout the lesson and gaps in understanding / misconceptions can be addressed quickly</p>	<p><a href="#"><i>Rosenshine, B., ‘Principles of Instruction’, American Educator, Spring 2012</i></a></p>
<p><b>Evaluating understanding of content through a variety of different Teaching and Learning activities.</b></p>	<p>Students have a better chance of fully understanding the content if they have been given the opportunity to learn the content at least 3 different times in three different ways then they are more likely to embed that knowledge into their long term memories.</p>	<p><a href="#"><i>Dunlosky, J., ‘Strengthening the Student Toolbox: Study Strategies to Boost Learning’, American Educator. Fall, 2013.</i></a></p>
<p><b>Planning questions in advance to develop understanding, and using hinge questions to assess before moving on.</b></p>	<p>We plan a ‘route’ through the learning and anticipate misconceptions that may occur.</p>	<p><a href="#"><i>Quigley, A. ‘Disciplined Discussion - As Easy as ABC’ The Confident Teacher Blog. December, 2013</i></a></p>
<p><b>Giving regular and detailed feedback, both verbal and written, to students in line with school policy.</b></p>	<p>Students have the opportunity to act on and respond to feedback in order to move closer to achieving their target grade. There is significant evidence to suggest that good feedback can allow students to make up to 8 months accelerated progress in their learning.</p>	<p><a href="#"><i>Feedback’. Teaching and Learning Toolkit. EEF. September. 2018.</i></a></p>
<p><b>Allocating adequate time to respond to feedback using GPOP</b></p>	<p>Students can learn from the teacher, their peers, through models and as a result of their own reflection.</p>	
<p><b>Using a variety of AFL strategies</b></p>	<p>Students can learn from the teacher, their peers, through models and as a result of their own reflection.</p>	

At Elthorne, we allow the learning by:	So that...	
<p><b>Following the EPHS arrival routine, where we greet students at the door and engage them with a starter immediately.</b></p> <p><b>Understanding that relationships are fundamental to good learning in any classroom. Promoting positivity between students as well as between teachers and students.</b></p> <p><b>Using precise praise.</b></p> <p><b>De-escalating poor or challenging behaviour if it does arise.</b></p> <p><b>Setting up established systems that make movement around the classroom consistent and effective.</b></p> <p><b>Designing seating plans so that effective learning can take place and considering our own positioning in the classroom as teachers – circulating and supporting rather than sitting at the desk at the front.</b></p> <p><b>Following the EPHS Behaviour policy by using the ‘action, action, sanction’ routine consistently.</b></p> <p><b>Taking pride in our work and insisting on high levels of presentation of students’ work.</b></p>	<p>Students are ready to begin learning straight away.</p> <p>Learning is a positive experience for all in the class.</p> <p>Students know exactly what they are doing well and when.</p> <p>Poor behaviour does not become detrimental to the learning in the lesson.</p> <p>Students know how to conduct themselves in lessons and are able to do so independently and responsibly.</p> <p>We allow students to succeed as a result of proactive choices about seating and we are an active presence in the classroom at all times to maximise learning.</p> <p>Students are given the opportunity and support to change their behaviour before a sanction is issued.</p> <p>Students learn the importance of good presentation and are able to be proud of the work they produce.</p>	<p><a href="#"><u>Bennett, T., ‘Creating a Culture: How school leaders can optimise behaviour’ DFE, March 2017</u></a></p> <p><a href="#"><u>Lemov, D., ‘Teach Like a Champion: 49 Techniques that put students on the path to college’ Jossey-Bass. 2010</u></a></p> <p><a href="#"><u>Lemov, D., ‘Teach Like a Champion: 49 Techniques that put students on the path to college’ Jossey-Bass. 2010</u></a></p> <p><a href="#"><u>Lemov, D., ‘Teach Like a Champion: 49 Techniques that pt students on the path to college’ Jossey-Bass. 2010</u></a></p> <p><a href="#"><u>Lemov, D., ‘Teach Like a Champion: 49 Techniques that pt students on the path to college’ Jossey-Bass. 2010</u></a></p>

[Please refer to the EPHS Teaching & Learning Toolkit for an even more detailed account of Pedagogy at Elthorne Park High School](#)

**2) All CPD in the school is evidence informed.**

<b>At Elthorne....</b>	<b>So that...</b>
<b>We have our own EPHS Teaching and Learning Toolkit</b>	All staff can find easy accessible examples and links to best practice for a wide range of pedagogy and therefore all staff can implement this best practice in the classroom.
<b>All staff receive high quality evidence informed CPD</b>	All staff can maximise the development of their practice to ensure excellent outcomes for all students
<b>All Teachers, Teaching Assistants and Pastoral Support Workers participate in Action Research</b>	All staff can focus on implementing evidence informed effective strategies that are proven to develop and improve student outcomes
<b>All beginner teachers and staff new to the school are inducted to the 'Elthorne Way' and attend regular CPD sessions to enhance their professional development</b>	All new staff are familiar with the Elthorne Way and know how and where to source all information related to pedagogy and their own professional development
<b>We produce an annual EPHS Research Journal</b>	We can share best practice within our school and the wider community of our evidence informed practices and the impact they are having on student outcomes
<b>We host an annual celebration of evidence informed practices evening</b>	We can celebrate the commitment and dedication of our staff to evidence informed practices and the constant drive to improve student outcomes
<b>We work with the Ealing CPD Network, the TDT, The Chartered College and the SSAT to develop outward looking relationships</b>	Our staff and students can benefit from and share research and best practice from and with a wide range of practitioners
<b>We regularly host and present at Teaching and Learning workshops and conferences such as the Ealing CPD Network, TDT</b>	We showcase the great work that is happening in our school and that we position ourselves to collaborate more

<b>National Conference and the SSAT conference</b>	closely with other schools and organisations
<b>We identify the most outstanding practitioners and give them the opportunity to become Lead Learners and Lead Practitioners</b>	All staff can benefit from seeing outstanding practice and current pedagogical developments
<b>Our Research Lead keeps abreast of the latest pedagogical research / recommended reading and disseminates it to all staff</b>	All staff can be kept up to date with this up to date with the latest evidence and research to inform best practice in the classroom
<b>We work closely with all of our parents / carers and offer them training and support on 'Effective Learning Strategies' and how to best support their child's progress outside of the classroom.</b>	All of our students can make as much progress as possible when working independently outside of the classroom using strategies that are proven to be successful.
<b>We regularly share top tips related to pedagogical practice in our staff bulletin and in communication briefing</b>	We can celebrate what is working well in our school but also so that staff can think about how they might use this top tip in their lessons or whilst working with specific groups of pupils

Teachers are also expected to draw on a range of evidence based strategies when planning their lessons based on the research they may have engaged with in lesson study and / or the ideas as outlined in the Elthorne Toolkit. An extract from the toolkit is below.

EPHS T&L priority	You could try:		
<p>Variety of teaching activities that encourage thought</p> <p><a href="http://www.evidencebasedteaching.org.au/robert-marzano-vs-john-hattie/">http://www.evidencebasedteaching.org.au/robert-marzano-vs-john-hattie/</a></p>	<p><b>Think Pair Share</b> <b>Frank Lyman</b></p> <p><a href="https://www.teachervision.com/group-work/think-pair-share-cooperative-learning-strategy">https://www.teachervision.com/group-work/think-pair-share-cooperative-learning-strategy</a></p> <p>Giving thinking time then asking students to talk for 30 seconds to a partner</p> <p>Have a silent debate and then share</p> <p>Talk in pairs and then share with another pair.</p> <p>(The sharing component can also be done as a whole class discussion)</p>	<p><b>Right Is Right</b> <b>Doug Lemov</b></p> <p><a href="http://teachlikeachampion.com/blog/2-0-excerpt-right-right-challenges/">http://teachlikeachampion.com/blog/2-0-excerpt-right-right-challenges/</a></p> <p>Provide a vocabulary bank for students so that they can use in class discussion and in their written work. Students tweak each other's responses until they are absolutely correct, using the appropriate academic vocabulary</p>	<p><b>Diamond 9 Discussion</b> <b>Russel Tart</b></p> <p><a href="http://www.classtools.net/blog/diamond-diagrams-for-prioritisation/">http://www.classtools.net/blog/diamond-diagrams-for-prioritisation/</a></p> <p><a href="http://www.thinkingclassroom.co.uk">www.thinkingclassroom.co.uk</a></p> <p>Create 9 diamond shaped cards with different ideas. Students decide where to place the 9 mini diamonds to make the larger diamond shape. Diamond shaped cards at the top are deemed to be more important than the ideas at the bottom of the diamond.</p>

The rest of the toolkit can be found at the link below.

See <https://sites.google.com/eduapps.ephsealing.sch.uk/elthorneteachingtoolkit/home>

### **Section C: Planning for Outstanding Assessment and Monitoring of Progress**

Assessment plays a vital role in monitoring student progress and ensuring that high quality teaching and learning is able to take place. Without high quality assessment, excellent learning cannot take place, as it is impossible for the teacher to meet the students' needs or for the student to understand how to improve. Various forms of assessment are used to ensure that students make progress.

The most regular form of assessment is the day to day assessments that teachers do in the classroom. This assessment can be done orally or in written feedback; a combination of both is encouraged. Sometimes students will need instant feedback that assesses their thinking when, at other times, it is best that students receive detailed written feedback.

Summative data will also be used to report to students and parents to show them the level they are currently working at. As such, it is crucial that assessment opportunities, whether formative or summative are planned for carefully. All teachers are responsible for looking at their class data and highlighting underachieving students and deciding on suitable interventions. They must input their termly data onto SIMs, according to the whole school assessment calendar, to support school leaders and the data manager in accurate data harvesting and analysis.

End of unit assessments should also be utilised as a tool for formative assessment. Once the teacher collates assessment data, the teacher will modify the next learning sequence to take into account the previous learning, addressing any gaps that may be evident. To support the students in accelerating their progress, assessments should be differentiated appropriately for the student and subject and all students are provided with “Steps to Success” (which explains the process and tasks they should undertake in order to produce the best work they can) - see Appendix C for examples.

Assessments for each Key Stage should be set, published and undertaken according to the whole school assessment calendar so that there is consistency across each year group and subject area. Subject leaders are responsible for monitoring that teachers carry out assessments that are in accordance with the assessment calendar. For the whole school calendar, see

[https://docs.google.com/spreadsheets/d/11HKe\\_FBd1OpbzIneXkBch1GxgsvAFn6as-LcwRIEdYY/edit#gid=671253968](https://docs.google.com/spreadsheets/d/11HKe_FBd1OpbzIneXkBch1GxgsvAFn6as-LcwRIEdYY/edit#gid=671253968)

Senior leaders will monitor the assessment overviews and medium term plans to ensure there is clear progression of knowledge, understanding and skills across the year groups.

### **Quality Assurance of marking and feedback**

Subject leaders will carry out book looks and observations which form part of their self-evaluation and report to the Governing Body every October. Departments also undertake collaborative book looks in order to share best practice. Senior Leaders carry out book and folder looks half termly to monitor the quality of marking, feedback, presentation and teaching and learning as expected and outlined in this policy. Regular learning walks are also undertaken, and books, folders and other records of assessments (eg: online work) will also be monitored as part of this process.

## **Section D: Grading Assessments and Reporting Progress**

### **Key Stage 3**

All standardised assessment at KS3 should reflect the subject skills that students are required to deploy in reformed GCSE specifications. In line with government policy, individual assessments at Key Stage 3 should not be marked using summative 9-1 grading or reference made to former national curriculum levels or sublevels. Pieces of work should be assessed in terms of strengths and areas for development (i.e. Actions). The main focus for the students should be on receiving and then acting on formative comments (GPOP).

### **Key Stage 4**

Assessments at Key Stage 4 should be graded in line with new numerical grades 9-1 or reformed BTEC / Technical Award mark schemes from September 2016. Examination board criteria should always be used when making judgements about grading students' work. KS4 students are to be made aware of their current working grade in relation to their published minimum target grade. However, as with Key Stage 3, the main focus should be on students receiving and then acting on formative comments (GPOP).

## **Key Stage 5**

Assessments at Key Stage 5 should be graded according to exam board criteria and the appropriate grade A\*-U or reformed BTEC / Technical Award specifications. KS5 students are to be made aware of their current working grade in relation to their published minimum target grade. However, as with Key Stage 3 and 4, the main focus should be on students receiving and then acting on formative comments (GPOP).

### **Reporting Progress**

At Key Stage 3, monitoring and reporting progress takes the following form. Students are put into four bands using prior KS2 data: Advancing, Secure, Developing and Foundation. Targets are set in accordance with FFT 20 projections. In accordance with departmental KS4 success indicators that outline the skills that students will need to deploy in order to attain a GCSE grade 9-1 and / or BTEC / Technical Award grading, subject leads determine the appropriate level of knowledge, understanding and skills which a typical student in each band should be achieving by the end of each year. Departmental criteria "statement banks" show the level of achievement students should be making in each band or pathway by the end of the year.

The monitoring of students will be undertaken by teachers using their professional judgement to decide if a student is exceeding expectations, meeting expectations or underachieving based on the pathway they are on. All departments are expected to undertake departmental moderation after each assessment, and where possible moderate with departments from other schools to ensure that everybody is achieving the very highest possible standards for our students.

When reporting to parents, teachers should indicate whether students are:

1. Above Track – working above their stated end of year target
2. On Track – working at their stated end of year target
3. Below Track – working 1 grade below their stated end of year target
4. Serious concern – working 2 or more grades below their stated end of year target.

Following a review of individual students' assessment data, at each data harvest students can be moved up to a higher band, and thus given a higher pathway within an individual subject area if they have been working 'Above Track' for two consecutive data harvest points. Alternatively, where students have been working 'Below Track' or are recorded as 'Serious Concern' for two consecutive data harvests they may be moved down to a lower band, and thus given a lower pathway within an individual subject area. All movements up or down bandings must be approved by the attached member of SLT with parents and students informed of the agreed change.

At Key Stages 4 and 5 teachers should indicate whether students are:

1. Above Track – working above their stated end of year target
2. On Track – working at their stated end of year target
3. Below Track – working 1 grade below their stated end of year target
4. Serious concern – working 2 or more grades below their stated end of year target.

In addition teachers should input the GCSE / A level / BTEC grade that student has achieved in the most recent formal assessment. This can then be measured against students' published target grades. Monitoring and reporting progress should be in the form of grades in line with examination board criteria.

Reporting to parents takes place 3 times a year as published in whole school calendar.

### **Section E: Assessment for Learning**

Assessment for learning is at the core of outstanding lessons because it enables teachers and students to identify what has been learnt and what are the next steps that need to be taken in order for students to progress further.

#### **Planning and delivering outstanding formative assessment**

The best quality formative assessment will:

- be timely, providing feedback quickly
- state clearly what a student has done well, linking praise to specific National Curriculum or exam board criteria
- highlight what improvements are required to move the student forward to the next level or grade
- set an action that the student must carry out to prove that they are engaging with their target
- plan time for students to action their targets as part of normal classroom routine.

Teachers should always use the common language of **WWW (what went well)** and **Actions** when writing formative assessment comments on students' work.

<b>Good formative assessment</b>	<b>Outstanding formative assessment</b>
<ul style="list-style-type: none"> <li>○ The teacher marks a piece of work and gives the following feedback: <i>John, you have worked hard to improve your use of vocabulary. What is needed now is for you to develop a more formal style when writing for particular audiences.</i></li> <li>○ The teacher gives back the work to the student and asks him to read the feedback.</li> <li>○ The teacher does more vocabulary work the next term which gives John a chance to improve.</li> </ul>	<ul style="list-style-type: none"> <li>○ The teacher marks a piece of work and gives the following feedback: <i>John, you show that you are using level 6 vocabulary, e.g. your word choices 'macabre' and 'gruesome'. Your target is now to develop a more formal style to move up to a level 7.</i></li> <li><i>Action: To replace the underlined words in your work with more formal word choices.</i></li> <li>○ The next lesson, the teacher's starter is to give students 10 minutes to action their target or sets it as Home learning.</li> </ul>

## Frequency of written feedback from teacher to student

	Key Stage 5	Key Stage 4	Key Stage 3
<p><b>How often do students receive detailed feedback?</b></p> <p><b>feedback?</b></p>	<p>Two pieces of work each half-term from each teacher for each GCE subject.</p> <p>Please note that exam board rules limit feedback for BTECs.</p>	<p>At least 12 times across the year for each GCSE subject.</p> <p>Please note that exam board rules limit feedback for BTECs.</p>	<p>Frequency is subject dependent.</p> <p>See Appendix D for frequency.</p>
<p><b>What does the detailed feedback look like?</b></p>	<ul style="list-style-type: none"> <li>o What Went Well (WWW)</li> <li>o Action (at least one)</li> <li>o Literacy Action (at least one)</li> <li>o Exam or coursework grade.</li> <li>o Feedback given within one week</li> </ul>	<ul style="list-style-type: none"> <li>o What Went Well (WWW)</li> <li>o Action (at least one)</li> <li>o Literacy Action (at least one)</li> <li>o Exam or coursework grade.</li> <li>o Feedback given within one week</li> </ul>	<ul style="list-style-type: none"> <li>o What Went Well (WWW)</li> <li>o Action (at least one)</li> <li>o Literacy Action (at least one)</li> <li>o Feedback given within two weeks</li> </ul>
<p><b>How often is classwork and homework marked?</b></p>	<p>Students' folders are checked once per half term by each teacher and feedback given as to what needs to be improved in terms of quantity, quality and/or presentation of the work and acting on feedback received.</p>	<p>Students' books are taken in to be marked at least twice a half-term.</p>	<p>Students' books are taken in to be marked at least twice a half-term, except in RE, Music, Art and , Drama where it is at least once a half-term.</p>

PSHCE marking and feedback guidance should be in line with other subjects which teach 1 hr per week. I.e. One piece of detailed feedback with action per half term.

## The Green Pen of Progress at EPHS

An important part of our commitment to effective formative assessment is students' use of the green pen of progress where, in order to make learning visible, students respond to feedback in green ink. In responding to the feedback, students are expected to undertake actions that will further develop their knowledge, understanding and / or skills in a certain area that was deemed to be less developed than others in the assessment. It is the teacher's responsibility to ensure that students are given the opportunity to act on feedback. When giving feedback and setting up acting on feedback tasks it may be helpful to consider the following questions:

- Am I giving enough time in lessons to act on my feedback and so consolidate learning?
- Does my feedback allow the student to engage in conscious practice within the subject discipline?
- Is my feedback focussed on developing excellence in the knowledge, understanding and skills which are inherent to my subject discipline?
- Does my feedback promote excellence in Reading Writing Communication and Maths?
- Is my feedback personalised to the specific student and stretching them regardless of starting points?
- Is my feedback given in language which allows the student to act on it independently?
- Does my feedback promote a learning dialogue between the student and myself?
- Do the students also receive feedback on what they have done well, so they can see their progress?
- Am I checking that the student is responding to feedback and accelerating their progress in this way?

Teachers need to explicitly model the role of feedback so students understand that we are all learners at EPHS. Moreover, teachers need to plan opportunities for students to experience challenging tasks that require students to use what they have practised when acting on feedback. This helps make learning visible. The more visible the learning is to the students, the more students experience the value of hard work and practice and the more confident and independent they grow as learners. Some possible examples of ways to set up acting on feedback tasks are given below.

Teacher Techniques	Possible examples
Use of class time	<p>Give students time in class to act on the feedback and also correct any spelling, punctuation, grammar or presentation errors which they have made. Examples include:</p> <p><i>'I want you to spend the first 5 minutes going back over errors in spelling, punctuation, grammar and presentation so that it is excellent. I then want you to spend 15 minutes acting on my feedback. We are then going to have 5 minutes where you look over someone else's book to give them advice and 5 minutes where you act on your peer's advice. We are aiming for excellence and so we are going to spend 30 minutes of this lesson using the feedback to make our work better and practice the skills and application of knowledge which will make future work better.'</i></p>

<p><b>Choice</b></p>	<p>Give students some control over which parts of their work they receive feedback on. Examples</p> <p>include:</p> <p><i>‘Put an asterisk against the section you think is your weakest and I shall focus my feedback and advice on that section’</i></p> <p><i>‘Write down at the end of the piece whether you want my feedback to focus on ..... or ..... ‘</i></p>
<p><b>Practice</b></p>	<p>Repeated practice can embed improvements if the student is directed on what to focus and receives feedback on how well they are acting on the feedback.</p> <p>Examples include:</p> <p><i>‘We are going to spend 10 minutes acting on the feedback, then I am going to start coming round to give you some more quick pointers based on how well your practice is going’</i></p> <p><i>‘I want you to take from the front of the class, the sheet which relates to the feedback I have given you and then use the exercises on the sheet to practice that area’.</i></p>
<p><b>Marking codes</b></p>	<p>Use codes when marking and giving feedback, to reduce the amount of time you spend on this as teacher and increase the amount of time the students spend on the feedback.</p> <p>Examples include:</p> <p><b>Taxonomy of Feedback:</b> teacher has a quick look through 4 or 5 students’ work, working out the main elements they are doing well (WWW) and the main aspects they need to improve on (Actions). Draw up a list and give each of these aspects a letter or number, so when you mark the work you can write down the code rather than the whole sentence. Then during class time, project the codes and their meaning on to the board and the students have to copy out the meaning of any codes their work has received and then act on them.</p> <p><b>Taxonomy of Errors:</b> Once you have finished going through a set of work, write out a list of the most common errors and for each set give actions the students could do in class to practice. Then in class the students choose from the list which of the common errors they want to practice improving and spend time on class doing that.</p>

## Self and Peer Assessment

Outstanding teaching and learning will encourage students to become more reflective and a good way of developing skills of reflection is to carry out self or peer assessment. Self or peer assessment should not be confused with self or peer marking. The latter is about asking students to grade their peers. The former involves students engaging with the set criteria and suggesting improvements.

Self or peer assessment will only work if the criteria is accessible to students. Best practice would be for students to rewrite the generic mark scheme in their own words. Although self and peer assessment is a valuable skill to develop in our students, the teacher should still check the accuracy and quality of the students' judgements to ensure the comments are helpful and meaningful.

## Marking for Literacy

Teachers in all departments need to be consistent in using the agreed symbols when marking students' work. Teachers should circle the error and write the following code:

	Meaning
Sp	Spelling error
^	Word(s) missing
//	New paragraph needed

All other literacy errors such as missing full stops, apostrophes and incorrect use of capital letters and other punctuation should be circled to alert the student as to the error.

Part of students' actions following a formative assessment, should be to correct literacy errors. Teachers should be aware that some students will need to be shown how to do this, and all actions should be set up in a way that allows students to understand the literacy mistakes that they have made and learn from them. Examples of literacy actions that can aid learning include:

- Explaining a spelling rule and asking students to list other words that follow the same rule. Eg: the pluralisation of family is spelt as families, along with babies, bodies, memories
- Asking a student to explain the apostrophe rule, rather than simply correcting it
- Giving students a short extract with full stops used incorrectly and asking them to correct it.

## Section F: Presentation of Work

At EPHS, we believe that well presented, tidy work will help students to be in control of their learning, to value their learning and aid effective revision before assessments and examinations. As with all aspects of teaching and learning, it is the primary responsibility of the subject teacher that their students' work is excellently presented according to the Elthorne Way (see Appendix F).

Excellent presentation at EPHS:

- o shows students are taking pride in their work and their progress
- o helps develop students attention to detail which is part of academic excellence
- o provides a clear and consistent framework within which students can take risks with their learning

- o provides a coherent structure across all subjects and year groups
- o helps students organise their work in their books
- o supports teachers, parents, subject leaders and senior leaders seeing the progress being made in classwork and homework

Sixth Form students are given clear and detailed guidance on how to organise their files.

As part of their regular marking, teachers should check the student's presentation, getting them to correct any slips or errors in presentation. Sanctions can be used where a student is repeatedly failing present their work in the agreed Elthorne Way.

Possible strategies include:

- o Students peer- assessing each other's books before they hand them in, giving written advice on what to improve
- o Teacher shows students examples of excellent presentation and students identify what is excellent as well as why it is important to have excellent presentation
- o Rewards, such as Credits, for students who are making the effort to improve their presentation or to ensure they maintain excellent presentation.
- o Sanctions, such as detentions, for students who are repeatedly failing to present their work in the Elthorne Way.
- o Teacher contacts home where a student is struggling with the neatness and presentation of their work so the parents can work with the teacher in checking the student has a proper place to work and is putting in effort to take pride in their work.

Sixth Form teachers review their students' folders every half-term to check on their progress and also to ensure they are continuing to keep their work organised, neat and in a manner which will support their later revision or use of the work (see Appendix G for AS/A2 Folder Check sheet).

## **Section G: Inclusive Teaching**

As an inclusive school, all students at EPHS should have access to the curriculum and experience outstanding teaching and learning.

Ensuring inclusion involves setting appropriate, differentiated learning challenges, responding to students' diverse learning needs and working to overcome potential barriers to learning and assessment. PP/SEND/EAL/Accelerated Learners information must be recorded in teachers' planners and be used by teachers to inform planning, monitoring and intervention.

If teachers have a teaching assistant in their class, then the role of the TA must be clearly defined and planned in advance. The TA should be given specific work to do with students and regular conversations should take place between the teacher and the TA on how to best support the learning of targeted students.

The steps that a teacher needs to take when considering how to ensure a positive learning experience for specific students are:

- create a trusting and supportive learning environment in the class
- build a relationship with the student to secure high levels of motivation and a 'can-do' attitude
- provide equality of opportunity through a range of teaching strategies
- use appropriate assessment approaches to ensure students can evidence their learning
- set SMART targets with their students
- create opportunities to reward positive behaviour with credits in line with the school's behaviour policy
- liaise with specialists and key workers to seek advice and update them on key issues.

Questions to ask when considering provision for specific students are:

- Where should I sit them?
- What questions should I ask them?
- How do they like to learn?
- When are they most comfortable?
- When are they least comfortable?
- How will they react to challenge?
- What sort of homework should they do?
- What is their most significant barrier they need to overcome if they are to make progress?

### **Section H: Homework and its Role in Extending Learning**

Homework enhances the learning that takes place during lesson time. Research shows that where homework is appropriate and supports students' academic learning, it has a significant impact on accelerating progress (*see the work of John Hattie*) and the Education Endowment Foundation Research on home learning .

Homework should do the following:

- Raise a child's level of attainment
- Contribute to the development of excellent study habits
- Reinforce as well as consolidate class work and extend students' learning
- Provide experiences in problem solving
- Increase students' background knowledge and conceptual understanding
- Increase independent engagement in the learning process
- Develop skills, attitudes and disciplines that students will need for successful lifelong learning.

For students in Years 7, 8 and 9, there is no homework timetable. Students will be set a mixture of shorter, 'prep'-style tasks as well as longer homework tasks. These tasks should usually act as 'preparation' for the learning to come in the lesson, but could also, be a task to reinforce learning before moving on to the next steps.

Examples of possible prep tasks are shown in the table below.

Area of Learning	Possible prep tasks
<b>Becoming Communication Friendly</b>	<p><b>Analysis:</b> Give students a paragraph related to next lesson and ask them to underline and label verbs, adverbs, clauses, conjunctions etc.</p> <p><b>Complex and Embedded Sentences:</b> Give students a series of simple sentences relevant to next lesson and ask them to rewrite them as embedded and complex sentences.</p> <p><b>Précis:</b> Ask students to précis a paragraph or a series of paragraphs.</p> <p><b>Define and Use:</b> Provide students with a set of key words and ask them to write the definition and use each correctly in a sentence.</p>
<b>Research</b>	<p><b>Key facts:</b> Students find 5-10 facts about the next topic.</p> <p><b>Odd One Out:</b> Give students 4 people / terms / events related to the next lesson, and students have to explain which is the odd one out and why.</p> <p><b>No Out One Odd:</b> Give student three people / terms / events and ask them to provide a fourth which is similar to the other three.</p> <p><b>Newspaper:</b> Ask students to find a newspaper article relevant to next lesson and underline key words and summarise or précis.</p> <p><b>Crowd-sourcing:</b> Provide students with the key questions for the next lesson, and ask them to interview five adults and record their answers.</p>
<b>Comprehension or Analysis:</b>	<p><b>Say what you see:</b> Provide students with two images and ask them to analyse what the images suggest.</p> <p><b>Find what you say:</b> Provide the students with a phrase or word and ask them to find 2-4 images which show this.</p> <p><b>Question maker:</b> Give students a paragraph or series of paragraphs and ask them to write five comprehension questions to give to someone to check they understand the text.</p>
<b>Revision</b>	<p><b>Summarise today:</b> students to write a summary of what they learnt in the lesson. Refer to the Learning Scientists Effective Learning Strategies</p> <p><b>Crossword:</b> use online crossword makers such as <a href="https://worksheets.theteacherscorner.net//make-your-own/crossword/">https://worksheets.theteacherscorner.net//make-your-own/crossword/</a> or <a href="http://tools.atozteacherstuff.com/free-printable-crossword-puzzle-maker/">http://tools.atozteacherstuff.com/free-printable-crossword-puzzle-maker/</a></p> <p><b>Flash:</b> make flash cards about today's lesson.</p> <p><a href="#">Refer to the Learning Scientists 6 Effective Learning Strategies and use these strategies to set revision tasks</a></p>

Ultimately, it is the responsibility of the subject teacher to decide what homework tasks will best help students prepare for or further consolidate classroom learning. The frequency of homework is shown below:

	Key Stage 5	Key Stage 4	Key Stage 3
<b>How often are students set homework?</b>	Homework is set at least twice a week by each teacher of each subject.	Homework is set at least once a week by each teacher of each subject.	Students are set a variety of shorter 'preps' which are to be completed by the next lesson, and longer homework assignments which are more extended tasks.

When setting homework, teachers should consider the following:

- Is the task being set helping students prepare for new learning or is it extending their learning?
- Is the task being set challenging for students and will it engage them?
- How much time is appropriate for the students to complete their homework to an excellent standard?
- How much choice or input do students have in how they present their learning?

Does the task allow students to develop skills in:

- independence
- creativity
- higher-order thinking of analysis, problem-solving or evaluating
- research and wider reading
- communication and presentation, either written or orally
- using ICT?

[Does it promote and develop the 6 strategies for Effective Learning?](#)

### **Flipped Learning in the Sixth Form**

In the Sixth Form, students will experience the Flipped Classroom model which will replace traditional ideas regarding homework. This model will prepare students for the demands of university and the wider world.

There are two approaches to Flipped Learning; both are equally acceptable and based on Bloom's Taxonomy. It depends on the subject and the ability of the group.

- Approach A is to get the students to watch the videos at home and this is using memory and understanding skills. Then in class, over a period of time, the teacher guides students through the higher level of Bloom's (analysing and evaluating) through discussion, group collaboration and independent learning. At the end, students create something new to prove they understand the topic that has been covered.
- Approach B is to start at the top of Bloom's and it is more experimental. Students undertake an enquiry-based project such as: What would happen to new start-up businesses if there was no Facebook? (Business Studies) They then plan their project, using higher level Bloom's skills and take pit stops when they need to know some new information.

The monitoring of homework is, initially, the responsibility of subject teachers. Appropriate sanctions must be given for students who fail to do their homework. Coupled with this, students should be rewarded, using a range of options as stated in the behaviour policy, when it is clear that they have made an excellent effort into producing quality work. Subject leaders carry out regular work scrutiny to monitor standards of homework. A further layer of monitoring is put in place through SLT and Middle Leaders carrying out student planner checks and book-looks to get an overview of homework at EPHS.

**Final Thoughts** This policy provides clear guidance on what is expected of teachers at EPHS. Teaching, learning and assessing are our core purposes; thus we strive to give the best learning experiences for all of our students. Helping our students to learn best through a combination of highly effective assessment and adaptive and responsive teaching should always be the number one priority for all teachers and nothing should detract from what we do best.

## EPHS Lesson Planning Checklist

### **Phase 1: Hook and Connect (MARK)**

- Meet and greet at the door
- Assess students' prior learning
- Retrieve information from memory
- Key learning question introduced

### **Phase 2: Activate and Discuss (DEMO)**

- Display academic vocabulary to use
- Explain ideas using stimulus
- Model and describe processes
- Opportunity for structured talk

### **Phase 3: Apply and Practise (TEST)**

- Tight focus linked to upcoming Assessment / Checking Point
- Embedded support and stretch model
- Steps to Success shared with students
- Time given for feedback to improve work

### **Phase 4: Reflect and Review (REPS)**

- Reflect on the key learning question
- Evaluate understanding through a variety of activities
- Praise specific students for effort and attitude
- Share achievement points

## Appendix B

### EPHS: Lesson Observation Form

Teacher:	Subject:	Details of key students: (SEN, EAL, ARP, PP)
Class / Ability:	Date / Period:	
Support Teacher:	Observer:	

#### ***Before the lesson:***

What is the agreed focus of the observation? How does the <b>class data</b> inform this? <i>This should be agreed in advance of the lesson. Refer to the EPHS Teaching and Learning Toolkit and share the SIMs marksheet.</i>
What are the targets from previous observations (if applicable)?

<b>Feedback: Areas of Strength</b>
1.
2.
3.
<b>Feedback: Area(s) to develop (no more than 2)</b>

<b>Suggested staff member to observe following observation:</b>
<b>Use of evidence based strategies and / or innovative approaches (Refer to the EPHS Teaching and Learning Toolkit)</b>

Possible aspects to consider are provided in the prompts on the right hand side. Remember to consider the priorities for the school this year (in bold).

<p><b>Activating the learning: Hook and Connect. Activate and Discuss:</b> how is learning developed from the outset, modelled and explained and linked to the rest of the lesson in a way that is clear to the students? (Teacher Standards: 1, 2, 3, 4)</p>	
	<ol style="list-style-type: none"> <li>1) Is the <b>EPHS arrival routine followed?</b></li> <li>2) How is prior learning assessed / retrieved?</li> <li>3) <b>How does the 'big', key learning question and / or 'hook' stretch and challenge?</b></li> <li>4) <b>Do students begin learning, thinking and discussing straight away?</b></li> <li>5) How well do students understand what they should be doing?</li> <li>6) How do models and explanations help students understand expected outcomes?</li> <li>7) <b>How is literacy and numeracy pre-taught</b> to support and reinforce subject learning?</li> <li>8) <b>How are visual or anecdotal examples used</b> to support learning?</li> <li>9) How is subject knowledge conveyed?</li> </ol>

<p><b>Securing the learning: Apply and Practise:</b> what do students and teachers do to ensure that effective learning takes place and attainment and progress is as high as it can be? (Teacher Standards: 2,3,4,8)</p>	
	<ol style="list-style-type: none"> <li>1) How do you rate subject knowledge? How does it foster curiosity and promote scholarship?</li> <li>2) Is there a clear thread of good quality learning? <b>Do books show this over time?</b></li> <li>3) How is learning broken down into manageable steps to success?</li> <li>4) How are activities linked to assessment objectives or checking points?</li> <li>5) How are <b>effective scaffolds used?</b></li> <li>6) How much time is given for consolidation/ feedback?</li> <li>7) How is <b>pair and group work used?</b></li> <li>8) How does teacher and student questioning secure understanding? How is <b>Agree, Build, Challenge</b> used to develop responses?</li> <li>9) How are <b>strategies for drilling and/or recall developed?</b></li> </ol>

	<p>10) How are <b>high standards of literacy and numeracy promoted including teaching keywords; checklists; modelling?</b></p> <p>11) How do <b>reading activities</b> support and develop learning including using FAVS?</p> <p>12) Are occupying tasks avoided?</p> <p>13) How is spiritual, cultural and moral learning developed where applicable?</p> <p>14) How does home learning support and develop learning further?</p>
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**Adapting the learning: *Differentiating, stretching and challenging*: how is differentiation used to ensure that all levels of learners are supported to be stretched and challenged? (Teacher Standards: 2,5)**

	<p>1) How well does the teacher <b>know</b> the students' abilities, strengths and needs? Does the seating enable differentiation?</p> <p>2) How are <b>hint and challenges</b> used and how do resources support these?</p> <p>3) How are resources differentiated to ensure they are <b>communication friendly?</b></p> <p>4) How is stretch and challenge built in so that all levels of ability reach desired outcomes?</p> <p>5) How are other adults used in the room to effectively differentiate?</p> <p>6) How is <b>questioning differentiated</b> and used to develop higher order thinking / break down difficult concepts?</p> <p>7) Are reading materials appropriately pitched and <b>has the teacher used reading strategies</b> including glossaries, chunking and keyword activities to support understanding?</p> <p>8) How do you see evidence of lessons being adapted following assessment?</p> <p>9) How are <b>checklists</b> used to support learning?</p>
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**Checking the learning: *Reflect and Review*: how can you be sure that students have learned what they should and won't forget it? (Teacher Standards: 2,6)**

1. How is the key learning question reflected on and returned to?
2. How does teaching ensure that progress is made? How are students guided to reflect on progress?
3. How are AFL strategies used?
4. How is **feedback and GOP** used in the lesson and over time in books? **Is the school marking policy** being followed?
5. How are mini plenaries used to check understanding?
6. How are **hinge questions** used to assess understanding before moving on?
7. How is home learning set in a way that will further develop skills and understanding?
8. How do questions address misconceptions? Is learning reinforced / lesson adapted if necessary?
9. How is flipped learning being used?
10. How does the recording of learning in books help to reinforce key points?
11. How is learning shared and celebrated?

**Allowing for the learning: *Routines, relationships, reactions*: how do the '3 Rs' contribute to effective learning taking place? (Teacher Standards 1, 2,7,8)**

- 1) Is the **EPHS arrival routine followed**?
- 2) How do **relationships promote** learning between each student and the teacher?
- 3) Are behaviour issues pre-empted /avoided?
- 4) How is praise used?
- 5) Is there any off task behaviour, and if so, how do teacher reactions de-escalate? Is the environment safe and secure?
- 6) Are classroom systems and routines effective (collecting equipment, activity transitions etc)?
- 7) Have seating plans been designed to encourage effective learning?

	<p>8) Does the teacher inspire confidence and have high expectations of students?</p> <p>9) Is teacher positioning and presence effective?</p> <p>10) Is the atmosphere one of <b>positivity, pride, collaboration</b>?</p> <p>11) How are home learning routines / expectations established?</p> <p>12) Does the teacher use <b>action, action, sanction</b> appropriately if needed?</p>
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### Appendix – Teacher Standards and EPHS Model of Outstanding Practice in relation to Teacher Standards

<p><b>Standard 3: Demonstrate good subject and curriculum knowledge.</b></p> <p>Bullet points that can be evidenced in lesson observations are:</p> <p>3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students’ interest in the subject, and address misunderstandings</p> <p>3.3 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</p>	<p><b>Model of Outstanding practice</b></p> <p>The impact of the teacher’s expertise is that they use the national curriculum to plan activities to the correct level according to the relevant programme of study. They also know what is expected of students at key stages 2, 5 and at FE/HE.</p> <p>The impact of the teacher taking responsibility for literacy in their class is that student errors are picked up. Opportunities for developing literacy are taken in every lesson and poor standards are not tolerated.</p> <p>The teacher is an excellent role model - teaching resources are free of grammatical and spelling errors and standard English is spoken.</p>
<p><b>Standard 4: Plan and teach well-structured lessons.</b></p> <p>Bullet points that can be evidenced in lesson observations are:</p> <p>4.1 Impart knowledge and develop understanding through effective use of lesson time</p> <p>4.2 Promote a love of learning and children’s intellectual curiosity</p> <p>4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.</p>	<p><b>Model of Outstanding practice</b></p> <p>The impact of the teacher’s planning and delivery is that all students have activities that suit their pace and good delivery ensures all students’ progress is at least good with support and guidance ensuring some excel.</p> <p>The impact of the teacher fostering curiosity in students is that they understand the norm is to learn collaboratively and every opportunity taken to encourage intellectual curiosity. This leads to substantial numbers of students working collaboratively.</p> <p>The impact of regularly set and appropriately marked homework is students are appropriately extended by challenging and differentiated tasks and accelerated progress by many is seen as a result.</p>
<p><b>Standard 5: Adapt teaching to respond to the strengths and needs of all students.</b></p>	<p><b>Model of Outstanding practice</b></p>

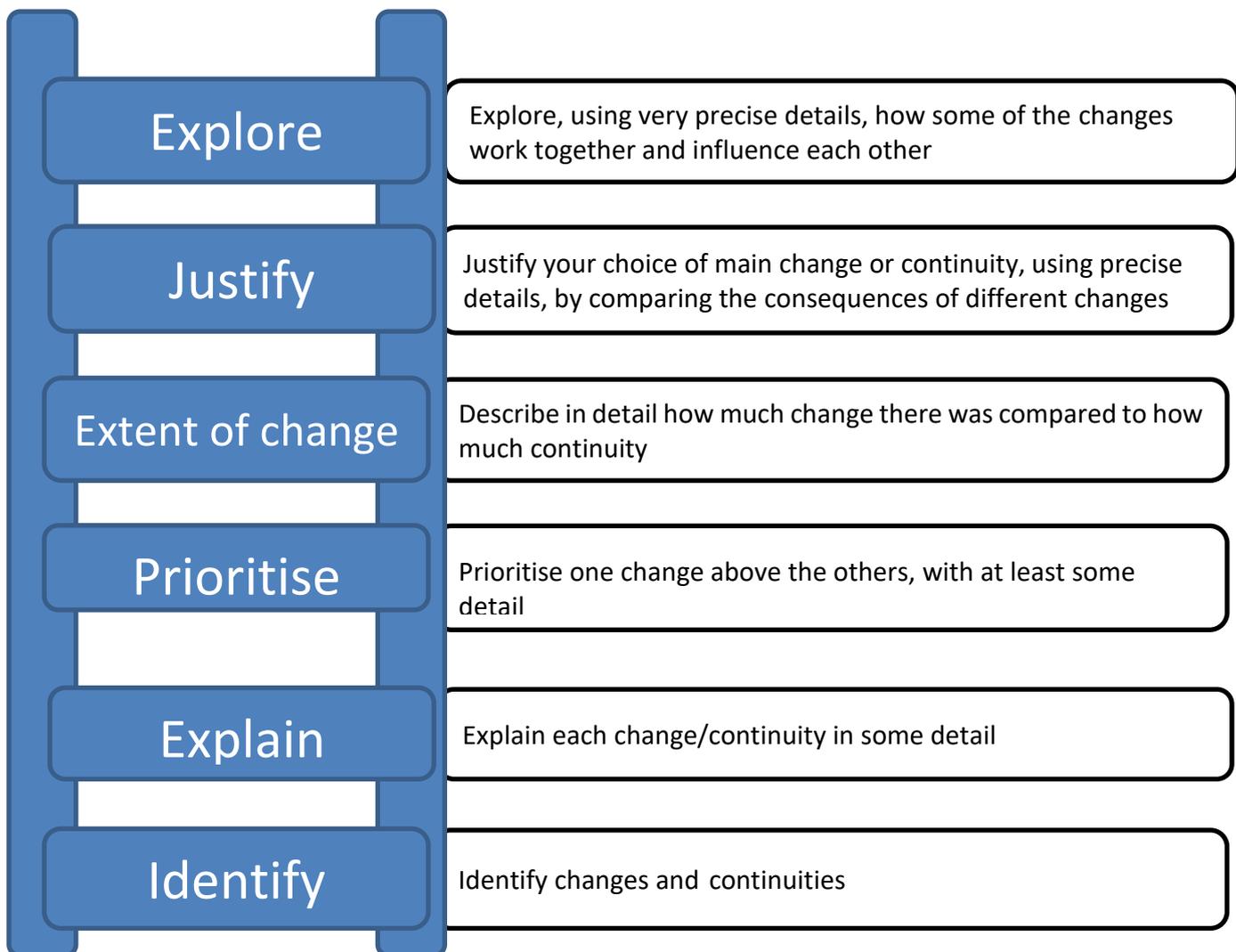
<p>Bullet points that can be evidenced in lesson observations are:</p> <p>5.1 Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.</p> <p>5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support students' education at different stages of development</p> <p>5.4 Has a clear understanding of the needs of all students, including those with special education 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.</p>	<p>The impact of planning for appropriate differentiation is that students make at least good progress with accelerated progress for some.</p> <p>The impact of the teacher's knowledge of research on how children learn is evident in their planning and delivery. A variety of effective and inclusive strategies are deployed to support collaboration and independence. The needs of all groups are considered and progress of all groups is good.</p> <p>The impact of planning is students' varying needs are known about through assessment and catered for through differentiated activities. The teacher seeks out best practice to apply with success measured by narrow gaps between groups of students. The impact of managing of other adults means that that they actively contribute to the lesson are given full awareness of sequences of learning and in addition to specific students also support many students in class who make good progress as a result.</p>
<p><b>Standard 6: Make accurate and productive use of assessment.</b></p> <p>Bullet points that can be evidenced through lesson observations are:</p> <p>6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>6.2 Make use of formative and summative assessment to secure students' progress</p> <p>6.4 Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback</p>	<p><b>Model of Outstanding practice</b></p> <p>The impact of the teacher's preparation for assessment is that sequences of lessons and individual lessons are planned with these in mind. Assessment and marking policies are followed.</p> <p>The impact of assessment for learning is students have good understanding of their level and can clearly demonstrate that they know what to do to improve. A variety of AfL techniques and opportunities are employed with student self and peer assessment commonplace. The impact of differentiated assessments for all significant groups (as appropriate) of students lead to appropriate challenge and progress being made with none falling behind.</p> <p>The impact of well-targeted questioning is students make outstanding progress and the teacher has good understanding of their levels, diagnoses misconceptions in understanding and adapts activities for all individuals as a result. Feedback in class enables students to know what they need to do and progress to the next level; as a result, misconceptions are picked up and quickly corrected.</p> <p>The impact of regular, formative marking is students know where they went wrong and how to improve their performance and act on teacher suggestions. Some time is spent revisiting errors in subsequent lessons.</p>

<p><b>Standard 7: Manage behaviour effectively to ensure a good and safe learning behaviour.</b></p> <p>Bullet points that can be evidenced through lesson observations are:</p> <p>7.1 Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the schools, in accordance with the school’s behaviour policy</p> <p>7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p> <p>7.3 Manage classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them.</p> <p>7.4 Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.</p>	<p><b>Model of Outstanding practice</b></p> <p>The impact of applying the behaviour policy is that students will see a firm, consistent approach to behaviour management with incidents dealt with quickly and calmly.</p> <p>The impact of having high standards is that there will be few behavioural incidents and lots of praise which will lead to good engagement and progress.</p> <p>The impact of planning and delivering interesting and relevant activities will be high levels of engagement and interest. The teacher’s commitment to refining current strategies and developing new techniques leads to greater engagement and reduced levels of poor behaviour.</p> <p>The impact of the teacher’s good presence and demeanour in the class will lead to a calm, purposeful environment for learning. The teacher’s good emotional intelligence means potential incidents are dealt with quickly and without escalation.</p>
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## How far did religion change in England 1509-1603?

### Steps to success

1. Underline the key words in the essay question
2. Use your book and any other information to write down on a piece of paper how religion changed under each monarch and how far it changed
3. Read through the ladder and work out what you need to do
4. Write your overall answer – this is the basis for your introduction and conclusion
5. Work out the main point for each paragraph
6. Write a first draft of an answer
7. Read through the ladder and see what is missing. Then write a second draft.
8. Read through the ladder and see what is missing.
9. Go back, read through again. Add more things, build on a part which needs more explanation and correct any mistakes, including literacy
10. Check the whole essay again thoroughly before you hand it in – what can you add to make it better; have you used a PEE structure for each paragraph; check against the ladder



**Appendix D: Frequency of assessed work (Key Stage 3)**

	<b>detailed feedback</b>
English	12
Maths	12
Science	12
MFL	10
DT	8
History	6
Geography	6
RE	6
Music	6
Art	6
Drama	6
PE	6
ICT	6

**Appendix E: Example of a Key Stage 4 Assessment Map and Assessment Overview Format**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Unit 2: Germany 1918 to 1939			Unit 1: International Relations		
	Assessment Written exam questions (Inference, Key features and effects)	Written exam questions (Explanation, methods and essay)	Mock Exam paper on Germany	Written exam questions Questions 1 to 3	Written exam questions Questions 4 to 6	Mock Exam Paper 1 and Paper 2
Year 11	Unit 3: War and the Transformation of the British Society		Unit 4 Controlled Assessment: Civil rights and protest in the USA 1945–70			
	Assessment: Written exam questions (inference, purpose of a representation, reliability, explanation question)	Assessment: Written exam questions (testing a historical claim using the sources and their own knowledge)  Mock Exam Paper on all types of exam questions.	Assessment: Part A Controlled Assessment requires students to explain causation, consequence or change in relation to the topic being studied.	Assessment: Part B requires students to undertake limited research and complete an enquiry question. Part C requires students to analyse and evaluate three representations.	Formal GCSE exams in Units 1, 2 and 3.	

**Assessment Overview format**

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Unit						
	Assessed piece						
8	Unit						
	Assessed piece						
9	Unit						
	Assessed piece						
	Unit						

10	Assessed piece						
11	Unit						
	Assessed piece						
12	Unit						
	Assessed piece						
13	Unit						
	Assessed piece						

**Appendix F: The Elthorne Way of Presenting Learning**

## ‘Elthorne Way’ of Presenting our Work

We take pride in our learning and aim for excellence in our presentation.

Exercise books are set out in the following way:

- ☐ Presentation of Work sheet (pink) is glued on to page 1
- ☐ All lines are drawn with a ruler
- ☐ Sheets are stuck in neatly and not overhanging the edge of the page
- ☐ Self and peer assessment is written in green or purple pen
- ☐ There is no graffiti



Before each new lesson or homework, students draw a line under the last piece of work.

Each classwork or homework has:

- ☐ Title in the middle – underlined
- ☐ the date on the right hand side (in the form of date and month)
- ☐ **C/W** (for classwork) or **H/W** (for homework) in the left hand margin



**Appendix G: Key Stage 5 Folder Check Form**

**AS/2 File**  
**Check**

Name:

Subject:

Teacher:

Expectation	Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term
	Date	Date	Date	Date	Date
1. All work is in order of units with dividers					
2. Class notes are complete and up to date					
3. Glossary of key terms are up to date					
4. All work and hand-outs are dated					
5. Hand-outs are highlighted and annotated					
6. Evidence of wider reading					

7. Targets have been actioned and/or work resubmitted					
File check passed?					
Date of resubmission					