



ELTHORNE PARK
— HIGH SCHOOL —

Teaching, Learning & Assessment Policy

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Contents

Section A: Our Philosophy at EPHS

Section B: Planning for Outstanding Teaching and Learning

Section C: Planning for Outstanding Assessment and Monitoring of Progress

Section D: Grading Assessments and Reporting Progress

Section E: Assessment for Learning

Section F: Presentation of Work

Section G: Inclusive Teaching

Section H: Homework and its Role in Extending Learning

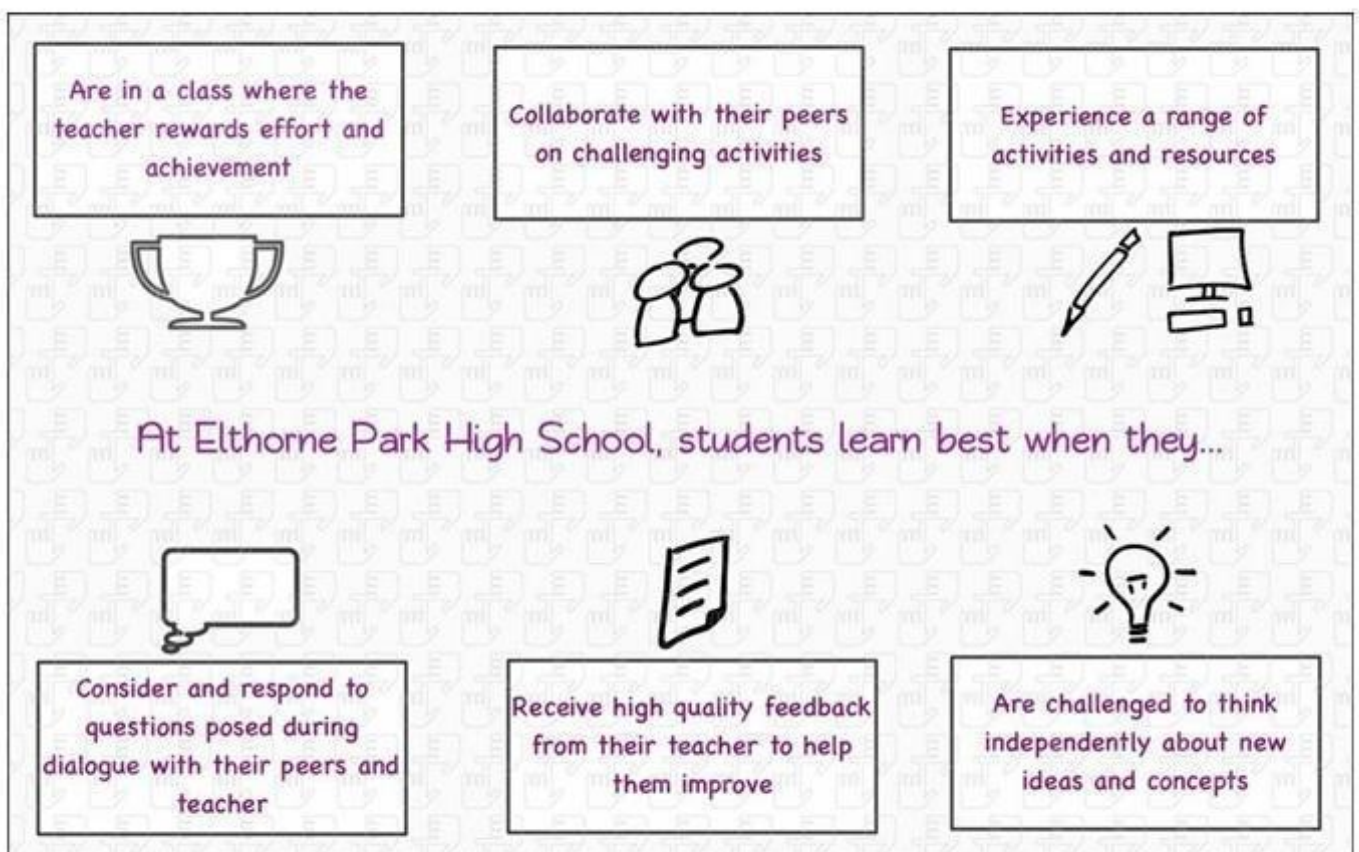
Section A: Our Philosophy at EPHS

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:

- What each unit of work 'builds upon' and 'introduces' to map strands of learning over time
- Key words, new conceptual language and new vocabulary
- Explicit SL guidance on which pieces of work will be marked for students to receive feedback on
- Revision and metacognition resourcing
- Opportunities to revisit prior learning

- 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 documents 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 seating plan and data sheet should be provided for the observer. It is recommended that a lesson plan, using the school's lesson plan proforma, should also 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) 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
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<p>Using the Elthorne arrival routine and beginning with a starter in the form of a hook or big question as students walk in.</p>	<p>Students are curious and keen to begin and start learning straight away.</p>	<p><u>Bennett, T., 'Creating a Culture: How school leaders can optimise behaviour' DfE, March 2017</u></p>
<p>Beginning a lesson with a short review of previous learning and checking existing understanding first.</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><u>Willingham, D., 'What will Improve a Student's Memory?', American Educator, Winter 2009</u></p>
<p>Sharing the outcomes for the lesson.</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><u>Fulmer, S, Dr. 'Should I share my learning outcomes with students?' The Learning Scientists Blog. August. 2017.</u></p>
<p>Pre-teaching and checking subject specific language from the outset.</p>	<p>Students are equipped with some of the literacy tools that they will need as the lesson and learning progresses.</p>	
<p>Using tools such as visuals and / or anecdotal examples.</p>	<p>Students are able to access the learning in a concrete way that makes sense.</p>	
<p>At Elthorne, we secure the learning by:</p>	<p>So that...</p>	<p>Relevant Evidence informed research /strategies</p>
<p>Developing high standards of literacy and numeracy through explicit vocabulary instruction.</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.</p>	<p><u>Allison, S. 'Explicit Vocabulary instruction as a Whole School Literacy Strategy' Class Teaching Blog. November, 2017.</u></p>

<p>Presenting reading opportunities in a text friendly format that is appropriate to the reading age of the class</p> <p>Asking a range of questions targeted at particular students, and using discussion to build on and challenge the responses of others.</p> <p>Explaining ideas using visuals to support</p>	<p>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 'word-poor' background, are able to flourish in all lessons by getting to grips with the vocabulary they need to be successful.</p> <p>We can continue to develop students literacy through reading. Reading is vital to helping students develop vocabulary and comprehension.</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>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,</p>	<p><u>Allison, S. 'Words' Class Teaching Blog. August, 2017.</u></p> <p><u>Kelley, J. Reading F.A.V.S. Elthorne Park High School. September 2018</u></p> <p><u>Quigley,A. 'Conducting Classroom Talk' The Confident Teacher Blog. April, 2014</u></p> <p><u>Quigley, A. 'Disciplined Discussion - As Easy as ABC' The Confident Teacher Blog. December, 2013</u></p> <p><u>Rosenshine, B.,'Principles of Instruction', American Educator, Spring 2012</u></p> <p><u>Smith, M. & Weinstein, Y.,'Learn How to Study using... Dual Coding'</u></p>
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<p>instructions, content and context. This may include the use of checklists.</p> <p>Providing students with models and worked examples.</p> <p>Providing activities that break down learning into manageable steps and encourage recall and review allowing time for discussion, consolidation and practice.</p>	<p>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. Students can learn to solve problems faster. Through the use of worked examples we can plan lessons that minimise the strain on the working memory and allow students to build up the kinds of mental models e.g. show students how it's 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>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><u>Learning Scientists, 2016.</u></p> <p><u>Metacognition and Self Regulated Learning Report. EEF, April, 2018.</u></p> <p><u>Recommendation No.3 Metacognition and Self Regulated Learning Summary of Recommendations. EEF, April, 2018</u></p> <p><u>Rosenshine, B.,'Principles of Instruction', American Educator, Spring 2012</u></p> <p>Retrieval practice</p> <p>Practice testing</p> <p>Distributed practice</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><u>Dunlosky, J. 'Strengthening the Student Toolbox: Study Strategies to Boost</u></p>
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<p>Regularly checking student understanding.</p> <p>Consciously promoting curiosity by showing our love of subject knowledge.</p> <p>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.</p> <p>Setting home learning tasks that deepen learning further or prep for future learning</p>	<p>Students develop a thirst for knowledge and are inspired by the passion of the teacher as learner.</p> <p>Students know why they are doing what they doing, and how it connects to wider learning.</p> <p>Students have the opportunity to work independently to broaden their knowledge, skills and understanding outside of lesson time.</p>	<p><u>Learning', American Educator. Fall, 2013.</u></p> <p><u>Recommendation no. 2 Metacognition and Self-regulated Learning. Summary of Recommendations. EEF, April, 2018</u></p> <p><u>Weinstein, Y & Smith, M., 'Six Strategies for Effective Learning' Learning Scientists, 2017.</u></p> <p>7 step model for explicitly teaching metacognitive strategies (EEF):</p> <ol style="list-style-type: none"> 1. Activating prior knowledge; 2. Explicit strategy instruction; 3. Modelling of learned strategy; 4. Memorisation of strategy; 5. Guided practice; 6. Independent practice; and <p>Structured reflection.</p>
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At Elthorne, we adapt the learning by:	So that...	Relevant Evidence informed Research / strategies
<p>Ensuring we know our students: their abilities, strengths, needs and personalities. This should also be reflected in the seating plan.</p> <p>Using assessment data and targets to set high expectations and planning differentiated tasks with differentiated resources that challenge all.</p> <p>Using resources that provide both hint and challenge and setting extension tasks to stretch further.</p> <p>Making highly effective use of other adults in the classroom to accelerate the progress of those who may otherwise fall behind.</p> <p>Using differentiated questioning to break down concepts and also</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><i>Sharpe, H., '5 Ways to Make Knowledge Stick' Teacher Toolkit Blog. March 2018</i></p> <p><i>Dunlosky, J., 'Strengthening the Student Toolbox: Study Strategies to Boost Learning', American Educator. Fall, 2013.</i></p> <p><i>Rosenshine, B., 'Principles of Instruction', American Educator, Spring 2012</i></p> <p><i>Weinstein, Y & Smith, M., 'Six Strategies for Effective Learning', Learning Scientists, 2017.</i></p> <p>7 step model for explicitly teaching metacognitive strategies:</p> <p>Activating prior knowledge;</p>

<p>develop higher order thinking.</p> <p>Providing communication friendly resources, checklists and scaffolds to support learning.</p> <p>Developing and monitoring independent practice.</p>	<p>Students have the opportunity to work independently to broaden their knowledge, skills and understanding outside of lesson time.</p>	<p>Explicit strategy instruction; Modelling of learned strategy; Memorisation of strategy; Guided practice; Independent practice; and structured reflection.</p>
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At Elthorne, we check the learning by:	So that...	Relevant Evidence informed Research
<p>Regularly 'checking in' on students to ensure they have fully understood the key learning question</p> <p>Evaluating understanding of content through a variety of different Teaching and Learning activities.</p> <p>Planning questions in advance to develop understanding, and using</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>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>We plan a 'route' through the learning and anticipate misconceptions that may occur.</p>	<p><u>Rosenshine, B., 'Principles of Instruction', American Educator, Spring 2012</u></p> <p><u>Dunlosky, J., 'Strengthening the Student Toolbox: Study Strategies to Boost Learning', American Educator, Fall, 2013.</u></p> <p><u>Quigley, A. 'Disciplined Discussion - As Easy as ABC' The Confident</u></p>

<p>hinge questions to assess before moving on.</p> <p>Giving regular and detailed feedback, both verbal and written, to students in line with school policy.</p> <p>Allocating adequate time to respond to feedback using GPOP</p> <p>Using a variety of AFL strategies</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>Students can learn from the teacher, their peers, through models and as a result of their own reflection.</p>	<p>Teacher Blog. December. 2013</p> <p>Feedback'. Teaching and Learning Toolkit. EEF. September. 2018.</p>
<p>At Elthorne, we allow the learning by:</p>	<p>So that...</p>	
<p>Following the EPHS arrival routine, where we greet students at the door and engage them with a starter immediately.</p> <p>Understanding that relationships are fundamental to good learning in any classroom.</p> <p>Promoting positivity between students as well as between teachers and students.</p> <p>Using precise praise.</p> <p>De-escalating poor or challenging behaviour if it does arise.</p> <p>Setting up established systems that make movement around the classroom consistent and effective.</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>Bennett, T., 'Creating a Culture: How school leaders can optimise behaviour' DFE, March 2017</p> <p>Lemov, D., 'Teach Like a Champion: 49 Techniques that put students on the path to college' Jossey-Bass. 2010</p> <p>Lemov, D., 'Teach Like a Champion: 49 Techniques that put students on the path to college' Jossey-Bass. 2010</p>

<p>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.</p> <p>Following the EPHS Behaviour policy by using the ‘action, action, sanction’ routine consistently.</p> <p>Taking pride in our work and insisting on high levels of presentation of students’ work.</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><u>Lemov, D., ‘Teach Like a Champion: 49 Techniques that pt students on the path to college’ Jossey-Bass. 2010</u></p> <p><u>Lemov, D., ‘Teach Like a Champion: 49 Techniques that pt students on the path to college’ Jossey-Bass. 2010</u></p>
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[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.

At Elthorne....	So that...
We have our own EPHS Teaching and Learning Toolkit	All staff can find easily-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.
All staff receive high quality evidence informed CPD	All staff can maximise the development of their practice to ensure excellent outcomes for all students
All Teachers, Teaching Assistants and Pastoral Support Workers participate in Action Research	All staff can focus on implementing evidence informed effective strategies that are proven to develop and improve student outcomes
All beginner teachers and staff new to the school are inducted to the ‘Elthorne	All new staff are familiar with the Elthorne Way and know how and where to source all information related

Way' and attend regular CPD sessions to enhance their professional development	to pedagogy and their own professional development
We produce an annual EPHS Research Journal	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
We host an annual celebration of evidence informed practices evening	We can celebrate the commitment and dedication of our staff to evidence informed practices and the constant drive to improve student outcomes
We work with Ealing CPD Networks, the TDT, The Chartered College and the SSAT to develop outward looking relationships	Our staff and students can benefit from and share research and best practice from and with a wide range of practitioners
We regularly host and present at Teaching and Learning workshops and conferences such as the Ealing CPD Network, TDT National Conference and the SSAT conference	We showcase the great work that is happening in our school and that we position ourselves to collaborate more closely with other schools and organisations
We identify the most outstanding practitioners and give them the opportunity to become Lead Learners and Lead Practitioners	All staff can benefit from seeing outstanding practice and current pedagogical developments
Our Research Lead keeps abreast of the latest pedagogical research / recommended reading and disseminates it to all staff	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
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.	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.
We regularly share top tips related to pedagogical practice in our staff bulletin and in communication briefing	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>http://www.evidencebasedteaching.org.au/robert-marzano-vs-john-hattie/</p>	<p>Think Pair Share Frank Lyman</p> <p>https://www.teachervision.com/group-work/think-pair-share-cooperative-learning-strategy</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>Right Is Right Doug Lemov</p> <p>http://teachlikeachampion.com/blog/2-0-excerpt-right-right-challenges/</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>Diamond 9 Discussion Russel Tarr</p> <p>http://www.classtools.net/blog/diamond-diagrams-for-prioritisation/</p> <p>www.thinkingclassroom.co.uk</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.ephs.ealing.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

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.

Good formative assessment	Outstanding formative assessment
<p>○ The teacher marks a piece of work and gives the following feedback:</p> <p><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></p> <p>○ The teacher gives back the work to the student and asks him to read the feedback.</p> <p>○ The teacher does more vocabulary work the next term which gives John a chance to improve.</p>	<p>○ The teacher marks a piece of work and gives the following feedback:</p> <p><i>John, you show that you are using level 6 vocabulary, e.g. your word choices 'macabre' and 'gruesome'.</i></p> <p><i>Your target is now to develop a more formal style to move up to a level 7.</i></p> <p><i>Action: To replace the underlined words in your work with more formal word choices.</i></p> <p>○ The next lesson, the teacher's starter is to give students 10 minutes to action their target or sets it as Home learning.</p>

Frequency of written feedback from teacher to student

	Key Stage 5	Key Stage 4	Key Stage 3
How often do students receive detailed feedback ? feedback ?	Two pieces of work each half-term from each teacher for each GCE subject. Please note that exam board rules limit feedback for BTECs.	At least 12 times across the year for each GCSE subject. Please note that exam board rules limit feedback for BTECs.	Frequency is subject dependent. See Appendix D for frequency.
What does the detailed feedback look like?	<ul style="list-style-type: none"> o What Went Well (WWW) o Action (at least one) o Literacy Action (at least one) o Exam or coursework grade. o Feedback given within one week 	<ul style="list-style-type: none"> o What Went Well (WWW) o Action (at least one) o Literacy Action (at least one) o Exam or coursework grade. o Feedback given within one week 	<ul style="list-style-type: none"> o What Went Well (WWW) o Action (at least one) o Literacy Action (at least one) o Feedback given within two weeks
How often is classwork and homework marked?	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.	Students' books are taken in to be marked at least twice a half-term.	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.

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>
	Give students some control over which parts of their work they receive

<p>Choice</p>	<p>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>Practice</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>Marking codes</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>Taxonomy of Feedback: 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>Taxonomy of Errors: 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>

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:

- o create a trusting and supportive learning environment in the class
- o 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. Since 2019 we have been using the online platform Show My Homework to support students to manage their home learning more effectively and expect homework to be uploaded by 3.30pm on the day it is set.

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
- Promote a love of reading
- Provide engaging opportunities for creativity and involve a variety of task types
- Encourage super-curricular study at all key stages

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

Year group	Frequency (per fortnightly cycle)	Approximate time per homework task
7 & 8	1 (2 for core curriculum areas)	30 mins
9	1 or 2	45 mins
10 & 11	2	60 mins
12 & 13	One hour for every hour of lesson time	60 mins

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 yet accessible for all 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?
- Are there clear success criteria?
- Do the students have all the necessary resources? Students should not be required to print or have access to costly resources at home

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 complement traditional ideas regarding homework. This model will prepare students for the demands of university and the wider world.

The monitoring of homework is, initially, the responsibility of subject teachers. Appropriate sanctions must be given for students who fail to do their homework (N4 notification followed by S8 detention, see

behaviour policy for more details). 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 scrutinies to monitor standards of homework. Book looks and folder checks (carried out by CMLs with SLT) provide an additional layer of monitoring.

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.

Appendix A

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

