

'In Christ We Grow'

Striving for excellence through caring, sharing and achieving

'I am the vine; you are the branches. Those who abide in me and I in them bear much fruit'
[John 15: 5]



Our Lady Queen of Peace Catholic High School
The Our Lady's Way

Teaching and Learning Handbook

2026-2027

School Vision:

'A high-achieving, inclusive Catholic school where everyone is valued, welcome and happy.'

Respect

Responsibility

Resilience

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Introduction

In Christ We Grow – As a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving.

‘If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can do even better, there are no limits to what we can achieve.’ Dylan Wiliam

Effective teaching to ensure learning is at the heart of what we do. The aim of this policy is to ensure that all pupils receive high quality teaching, which reduces variability between lessons, and improves outcomes for all. This policy ensures that all pupils, regardless of their background and abilities, can achieve their best in a safe and stimulating environment.

As teachers we are all responsible for high quality teaching in our classrooms.
The foundations of this are built on the teaching standards.

‘Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.’ DfE (2012)

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

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

2. Promote good progress and outcomes by pupils

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

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings,
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship,
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics,
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

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

5. Adapt teaching to respond to the strengths and needs of all pupils

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

6. Make accurate and productive use of assessment

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

7. Manage behaviour effectively to ensure a good and safe learning environment

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

8. Fulfil wider professional responsibilities

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

[Teachers' standards: overview \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612766/teachers-standards-overview.pdf)

Rosenshine's 10 Principles for Instruction

Rosenshine's 10 principles of study are widely recognised by recent research as a strong starting point when evaluating what makes an effective lesson.

The principles are:

1. Begin a lesson with a short review of previous learning.
2. Present new material in small steps with student practice after each step.
3. Ask a large number of questions and check the responses of all students.
4. Provide models.
5. Guide student practice.
6. Check for student understanding.
7. Obtain a high success rate.
8. Provide scaffolding for difficult tasks.
9. Require and monitor independent practice.
10. Engage students in weekly and monthly review.

‘The Our Lady’s Way’

Every effective lesson at OLQP stems from well-established positive relationships between staff and students.

Before lessons it is expected that all teachers are aware of pupils starting points including ability, PP status and SEND. Teachers should also be aware of previous assessment results and required intervention.

Key Ingredients

To ensure every child gets consistently good teaching and learning, the following key features are expected in all classrooms:

‘The Our Lady’s Way’

1. Warm and Friendly Welcome
2. Recall and Retrieval task
3. Pre teach new vocabulary
4. Introduction of new learning
5. Assessing and Tackling Misconceptions
6. Feedback
7. Positive Finish

Warm and Friendly Welcome

- All teachers must greet students at the door and use positive, welcoming language.
- Standards should be checked at the door and issues dealt with in a calm manner (see behaviour scripts).
- All resources should be ready with the welcome slide, date, title, lesson objective and recall displayed.
- Black and red pens, rulers and other equipment should be available for students to collect on entry.
- Students should take their seats quickly and calmly, open books and record the date and title/lesson objective.
- Teachers should take the register and award positive points for pupils who are ‘here, ready and on time.’ Teachers should praise pupils for this.

Recall and Retrieval

- Tasks should be ready on the board or printed on tables when students arrive.
- The tasks should address previous misconceptions or link new knowledge to previous learning
- They should take no longer than 10 minutes to complete and self-assess.
- Pupils should be questioned (using cold calling or MWBs) and mark in red pen. Teachers should not simply display the answers for them to copy.
- Teachers should ask for pupils scores and address any misconceptions (see appendix 2).
- Teachers should remind pupils of super 6 expectations (appendix 1).

Pre teach new vocabulary

- New vocabulary should be displayed throughout the lesson
- New vocabulary should be explicitly taught using methods such Frayer model, dual coding and morphology.
- New words should be read aloud using I say, you say.
- Staff should encourage use of new vocabulary by challenging students to ‘upscale’ their language.

Introduction of new learning

- New content must be introduced in manageable chunks being mindful of cognitive load
- Cold calling must be used to question throughout to ensure student have clarity (see appendix 4)
- Teachers should model tasks using worked examples, whilst asking questions to ensure clear understanding (I Do)
- Teachers should then lead pupils in guided practice (We do)
- Pupils should then start independent practice, and teachers should **check regularly for understanding**.
- Teachers must circulate and live marking may be appropriate at this point.
- Pupils should then continue with independent practice. If misconceptions are identified teachers should stop and **reteach**. Do not continue if children have misunderstood. (See appendix 4)

Assessing and Tackling Misconceptions

Students understanding should be regularly checked using the following AfL strategies:

- Regular targeted, cold calling. No hands up for answering teacher questions, teachers should direct the questions and aim to speak to all students each lesson.
- For students with barriers employ warm calling – give think time and if needed speak to students on a one-to-one basis rather than in front of the class
- Mini whiteboards (appendix 6)
- Pose Pounce Bounce – **Pose** a question, **pounce** for the answer, **bounce** around the room for more in depth understanding
- Think, Pair, Share – Ask a question and give 30 seconds for pupils to **think**, **pair** with a partner for 1 minute and discuss answers, **share** answers with the class
- Ace Questioning – Ask a question and give pupils the option to **Extend** on the answer or **challenge** it.
- Low Stakes Quizzes – Either written or using mini whiteboards use quizzes in the middle or end of lessons to check for understanding. When misconceptions arise stop and readdress.
- Live Marking - During independent practice, teachers should circulate the room and read pupils' work. If they spot spelling errors, they should correct. If they spot misconceptions, they should support. If common misconceptions are identified stop and reteach.

Feedback

- Student improvement should be evident in books **every lesson** following self-assessment, live marking and key piece feedback. (see page 10 for further details)
- Assessment feedback should be built into learning with sufficient time made available to go through assessments and make improvements – WWW, EBI and fix it activities.

Positive Finish

- Positive finish slide to be displayed
- Lessons should end with an exit task to summarise or recap new learning – Have they achieved the lesson objective?
- Pupils should leave desks tidy and return any borrowed equipment.
- Teachers should award positive points for super 6 (appendix 6) and hard work and praise students accordingly
- Students should stand quietly behind desks and be dismissed in an orderly fashion.

Literacy

‘Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.’ – Education Endowment Foundation.

Reading for meaning

Intent

Reading for meaning is the use of text in lessons to help develop the understanding of the content being covered. This is when students focus on discussing and understanding what they are reading, not just pronouncing the words correctly. This is so students have the opportunity to develop their comprehension of the text’s being read.

Implementation

- KS3 - Once per half term for academic subjects.
- KS4 – Twice per half term for academic/ option subjects.
- Must use template and every student must have a printed copy.
- Key vocabulary from the piece of text should be highlighted in bold text and pre taught through discussion before reading. Students should then annotate this onto their reading for meaning.
- To follow ‘Reading for meaning’ protocol in staff handbook – follow up task – comprehension questions/ summary task.
- Adaptive strategy for green readers - developing ‘Oracy reading for meaning’– Students to read to each other. Teacher to listen whilst this is happening for any misconceptions of pronunciation. Students to ask each other about the text. Whole class task after this to check understanding.

Literacy marking

To ensure students can use grammar well across the curriculum. This will support students’ literacy skills so they can fully access SPAG (Spelling, punctuation and grammar) marks available in assessments and in their GCSE examinations. At GCSE these extra few marks could be the difference between grades – Eg, Between a grade 3 and a grade 4 (pass). By using grammar well, students are at less risk of exam bias from examiners.

- Whole school focus on capital letters and full stops. Live making posters to be displayed in classrooms and teachers asked to focus on this during live marking each lesson – this to be evidenced in books during work scrutiny.

Explicit vocabulary instruction

To develop the understanding of vocabulary across the curriculum.

Frayer Model Vocab

- Every student to have a printed copy
- The definition to be provided on the Frayer Model.
- Other activities provided linking to the work around the rest of the model.

Beyond the Frayer Model

- Pronunciation – I say, you say – students given the opportunity to practice pronouncing the words correctly.
- Use of vocabulary – students given to opportunity to correctly use the vocabulary in their work. This then evidenced in books.

Guided reading

As a classroom teacher you are the expert in the room, therefore you should be modelling reading. Lengthier pieces of text should always be modelled by the classroom teacher when first introduced through guided reading.

- Each student should have a printed copy of the text in front of them.
- Explicit teaching of new vocabulary to be take place before the piece of text is read to allow students the best chance of comprehending the text.
- This is to be read aloud by the class teacher.
- Students are to follow the text by tracking it with a ruler or end of a pen.
- This can be broken down into sections if a lengthier piece of text.
- Additional discussions about any other words students may be unsure of.
- Following this parts of the text should be read in pairs.
- After the text has been read in full then the teacher should enable discussions about the text to assess understanding.

Oracy and Talk for Learning

Oracy:

‘Oracy is articulating ideas, developing understanding and engaging with others through speaking, listening and communication’ (Voice 21).

Talk for learning – dialogic talk:

‘Teaching talk is the interaction between teachers and individual pupils, whilst learning talk involves the different kinds of talk (narrating, explaining, justifying, questioning, analysing, speculating, arguing etc) that pupils can develop to extend and deepen learning between themselves as well as with adults (Robin Alexander)’.

Strategies

Recitation: I say, you say

Oracy can help to embed new vocabulary. This is to be used when introducing new vocabulary, as the expert in the room you are to model the oracy of the new vocabulary and allow students the chance to hear this word correctly. Students are then given the chance to say this together with you and then on their own.

- The teacher says the word aloud
- Students repeat it chorally
- Then students turn to a partner and say the word individually – the teacher is to circulate at this point and listen to students saying this word aloud by themselves.

Developing talk: Think/pair/share

Process: Pose a question and give 30 seconds for pupils to **think**. Then, **pair** with a partner for 1 minute and discuss answers, Finally, cold-call pairs to **share** answers with the class. (appendix 8)

When establishing a task, consider:

- Am I using this task as an engagement tool or an assessment tool?
- How does this task connect with the rest of the lesson or the lesson objective?
- What key knowledge/skills am I wanting the pupils to show?
- How will I encourage greater depth in responses from pupils (consider what questions or misconceptions you might need to plan for)?
- How am I establishing pairs? Am I being strategic in my seating plan? For EAL students or students with other barriers consider a talking trio

When eliciting responses, consider:

- How will I select which pupils will feed back?
- How can I use higher-order questions (analyse and evaluate) to ensure depth in responses?
- How can I use strategies such as pose-pause-pounce-bounce questioning when cold calling?

Developing talk: questioning

Use a range of questioning strategies to help to develop higher order thinking skills. When thinking about questioning, consider:

- Verbal teacher-pupil questioning.
- The bigger idea/lesson question that the pupils are seeking to answer and how you are framing your questions when setting tasks.

Utilising Bloom's Taxonomy:

The questioning stems below increase in difficulty. You can use them in various ways: to scaffold verbal questioning during cold calling; as a title for tasks where pupils demonstrate their knowledge; as a broader lesson question, or to elicit greater depth in responses during oracy tasks.

Remember – facts and basic concepts

- Can you define..?
- Can you memorise..?
- Can you list..?

Understand – explain ideas or concepts

- Can you describe what/how..?
- Can you explain what/how..?
- Can you identify what/how..?

Apply – use information in new situations

- How could I..?
- Can you demonstrate how..?
- To solve this problem, what would you need to do?

Analyse – draw connections between ideas

- How does this compare to..?
- How does this link to...?
- Can you test this theory/idea..?

Evaluate – justify a decision

- Why do you think..?
- Could it be argued that [...], and why?
- Which is the most likely/effective/ineffective and why?

Create – produce new or original work

- Can you now create [...] using [...]?
- Can you write/construct your own ideas using [...]?
- How could this be used to?

Feedback

'The main role of feedback, at least in schools, is to improve the learner, not the work. The idea is that, after feedback, students will be able to do better at some point in the future on tasks they have not yet attempted.' Dylan Williams, 2021.

EEF recommendations

The most up to date recommendations for the EEF focus on the importance of feedback, which is not onerous for teachers, given in a timely manner and helps to improve students in the future rather than focusing on perfecting the past. They state that effective feedback is an important tool for improving progress.

The EEF recognises that whilst written feedback is beneficial there is an 'opportunity cost', and onerous written feedback tasks should not regularly take place at the detriment to well-planned, high-quality lessons. Therefore, most regular feedback will take the form of more time efficient methods such as live feedback.

Effective feedback at OLQP

During every lesson

- All teachers should be providing live, verbal feedback at regular intervals every lesson.
- Self-assessment should be used **every lesson** – with students given appropriate time to make corrections/notes for future improvement. Students should mark using a red pen.

After the lesson

Subject leaders should work with departments to identify **key pieces** that would most benefit from written feedback and make the plan available at the beginning of every academic year. Written teacher feedback should be well planned (Principle 1 EEF 2021) and recognise the opportunity cost of this activity. Examples of written feedback include whole class feedback, fix it tasks, coding or individual feedback in books. Teacher feedback should be in green pen/or printed on green paper. For key pieces and following assessments success criteria should be clear and pupils should understand what they have done well and what the next steps are. (WWW/EBI)

- The identified key pieces should also be marked for literacy using the grid below.
- These should occur at least **twice a half term**.

Margin Code	What it means	Fit it now!
CL	You have missed a capital letter	Amend your work. Check the rest of your work to see if there are any other mistakes.
Sp	You have misspelled a word	Rewrite the corrected spelling 3 times. Learn the spelling using 'look-cover-say-write-check' method x3.
//	You should have started a new paragraph here	Check the rest of your work for paragraphing errors.

- Sufficient time should be given to students to act on feedback in a timely manner.

After assessments

- Following assessments time should be spent as a department focusing on marking and moderation.
- After moderation, feedback lessons should then take place where children are provided with specific areas of strength and next steps (WWW/EBI) using feedback green sheets.
- Students should spend time making improvements on test papers and completing fix it tasks in red pen.
- Feedback from assessments should be used to inform future planning, and areas of common weakness should be explicitly retaught.

Quality First Teaching for Pupils with SEND

The first principle of quality first teaching for SEND pupils is that what works for children with SEND (and PP) works for all children.

All teachers must:

- Review the information on SEND pupils in the SEND information file in the SEND file on the T Drive.
- Read the Pupil Passports that are linked to each child which can be found in the SEND Information File in the SEND file on the T Drive
- Check SIMs. This will give information on the children who have EHCPs (coded E) and the children who receive SEND Support (coded K), and any child who has an additional need but may not need SEND Support (coded J)
- Implement agreed departmental teaching strategies linked to the 4 areas of need
- Speak to a TA in class (if present) and ask for any information that they have about the child.
- Make sure the TA is given explicit instructions as to their role within the room following the training given on the effective use of TAs

Quality Teaching for SEND should follow advice based on the EEF guidance on 5 a day:

1. Explicit Instruction
2. Cognitive and metacognitive strategies
3. Scaffolding
4. Flexible Grouping
5. Using Technology

(See appendix 8 for further details.)

Planning for SEND needs

Do	Don't
✓ Use a coloured background – beige works generally	✗ Use black font on a white background
✓ Use a clear, easy to read font	✗ Use Times New Roman font
✓ Give out the entire/ extracts of the power point so children can follow	✗ Make pupils copy off the board
✓ Warm calling - Give take up time so that they can think about their answer	✗ Cold call on pupils with SEND (especially those with ADHD/ASD)
✓ Ask a child or the group to give the instructions back	✗ Give out many instructions in one go – break tasks down
✓ Give verbal AND visual instructions	✗ Just give verbal instructions
✓ Keep power points/ walls around the white board clear and focused on learning	✗ Add lots of superfluous imagery to slides
✓ Use task sheets with identified children so they know what to they should be doing now, and then next	✗ Use task sheets with all children – not all will need it (check the Pupil Passport)
✓ Use the agreed dual coding images and link to instructions and tasks	✗ Overload with too many instructions without checking children understand

For all 4 areas of need the following are expected in **all lessons**:

1. Dual coding
2. Clear verbal and visual instruction
3. Visual timers for independent tasks
4. Clear formatting – no black on white/ Dyslexia friendly font (Aptos Narrow, Arial, Verdana)
5. Clear routines – entry, exit, task transition

<p>Cognitive and Learning difficulties <i>Covers difficulties with learning, such as moderate learning difficulties (MLD), severe learning difficulties (SLD), or specific learning difficulties (SpLD) like dyslexia, dyscalculia, and dyspraxia.</i></p>	<p>Social, Emotional and Mental Health (SEMH) <i>Involves difficulties with emotional regulation, social interaction, mental health (e.g., anxiety, depression), or behaviours that reflect underlying trauma or distress.</i></p>
<ul style="list-style-type: none"> • Multi- sensory approach e.g. word mat, writing frame • Task sheets (step-by-step instructions) • Dyslexia friendly knowledge organisers • Chunking tasks • Scaffolding – which is removed over time • Possible use of Technology • PowerPoints should be clear and not over cluttered with words or images • Worked examples with clear structure • Reduce copying from the board • Recap of previous learning (effective recall) • Effective transitions at start and end of lesson plus between tasks (resources well planned and organised for smooth transitions) 	<ul style="list-style-type: none"> • Clear behaviour expectations with positive reinforcement • Positive reinforcement – use of regular verbal and written praise (effort as well as achievement) • Time in/time out • Appropriate seating – consider peer support/positive role models • Task sheets
<p>Communication and Interaction <i>Refers to difficulties with speech, language, and communication, including understanding or using verbal and non-verbal language, such as in autism spectrum disorder.</i></p>	<p>Sensory and/or Physical Needs <i>Relates to disabilities that hinder access to educational facilities, including vision/hearing impairments, or physical limitations requiring specialist equipment</i></p>
<ul style="list-style-type: none"> • Use of visual aids (dual coding, images) • Provide written instructions alongside verbal explanations. • Clear, concise instruction (verbal and written) • Thinking time (built into think, pair, share and questioning) • Warm calling (allow processing time before answering) • Consistent, structure routines • Task sheets • Pre-teaching vocabulary 	<ul style="list-style-type: none"> • Appropriate seating (near front/board) • Minimal background distraction and noise • Clear font size and type • Organised classrooms which are easily accessible • Longer tasks broken down into manageable chunks with built in breaks if appropriate

These strategies can be effective for all students, not just those with send, and should be used to help remove any barriers to learning.

The Effective use of TAs

Where a staff member has a TA they should ensure that they are being used effectively for the benefit of the children's progress.

Effective use should be based on:

- Refer the TA to the children you want them to work with – MUST include EHCP pupils
- Seat them accordingly or space them so that the TA can work with these children
- What is the expectation of the TA? How do you want them to work with the children?
- They are there to support not lead on behaviour
- Try to make sure the TA knows the lesson in advance

TA should not be giving the answers to the children. TAS should:

- encourage the children to think
- get them to look back over the information
- link back to prior learning (if you've been there)
- give them hints,

TAs should be moving around the room and circulating. If there are a few children who need help, they should help these pupils (or sit in a point where they can help others).

These children or groups of children should be identified with the teacher.

Referring a child with SEND

As a class teacher you may find that some children are not making adequate progress or you may have concerns about a particular learning need.

Staff should raise any such concerns with the SENDCo. The SENDCo will then follow the Inclusion Protocols which include

- An Email out to all staff to see if there are shared concerns but also for any strategies
- A request for any evidence ie. Screen shots of books or any data

Supporting EAL students

1. **Pre-teach and, in lessons, explicitly teach key vocabulary (where necessary with translated words into student's first language)**
2. **Have support structures available (scaffolding sheets/ sentence starters/ task sheets)**
3. **Regularly check understanding within lessons and assess progress consistently throughout through questioning**
4. **Seat Category A and B pupils with supportive peers**
5. **Use images (dual coding) alongside key terms**

There are 6 key principles to consider when supporting EAL students

1. Activate prior learning

- For EAL students categorised A – B, and possibly C, replace homework tasks with research tasks ahead of lesson
- Provide knowledge organisers in both English and first language
- Encourage use of bilingual dictionaries for unfamiliar new words

2. Provide context to make input meaningful

- Use dual coding/visual aids to support understanding of text
- Use images alongside key terms for the lesson
- Provide key words for the lesson with definitions in first language
- Check understanding with simple closed questions that are simple, targeted and focus on **one** key instruction.

3. Plan for and point out language function, structure and grammar

- Effectively **pre teach** new vocabulary using structures such as Frayer model
- Use repetition (I say/you say) to practice new words
- Encourage students to use new words in a sentence

4. Provide good models

- Seat EAL students near native speakers so they can hear how words should sound
 - Provide WAGOLLS
 - Provide sentence starters and match ups (if required)
 - Use phrase banks to support with structures
- [Learning resources Archives - The Bell Foundation](#)

5. Encourage talk and collaboration

- For think, pair, share activities use 'talking trios' with 2 native speakers
- Provide talking tips sheet to support with discussion

6. Develop learners' independence

- Remove scaffolding as students develop in confidence
- As students grow in confidence replace translated tasks with using a bilingual dictionary
- **Have high expectations for all students**

Knowledge Organisers

- All departments must provide students with knowledge organisers to support learning both in and out of the classroom.
- Knowledge organisers should be organisers for each unit and include key vocabulary and key content.
- Knowledge organisers should be useful to support homework tasks.
- All knowledge organisers should be made available on the student landing page.
- EAL students, categorised A – B, and possibly C, should also be provided with a knowledge organiser in their first language.

Homework

- All homework should be focused on revision of previous topics covered and be informed by the current needs of the class.
- For EAL students or students with other barriers this task may be replaced with a pre teach activity.
- It is an expectation that homework is set and collected **weekly** in all subjects (KS4)
- For KS3 it should be **weekly** for core subjects and **fortnightly** for History, Geography and MFL.
- Homework should be **printed** for all pupils with spare copies available for any students who was absent or forgets to bring theirs in.
- Homework should either be self, or teacher marked in a timely manner. Students should make corrections and where misconceptions are identified these should be retaught during lesson time.
- Students who fail to bring in their homework should record the answers in red and complete a detention with the class teacher.
- When students repeatedly miss homework the class teacher is expected to contact home.
- Homework must be logged and tracked on ClassCharts. Students who complete homework should be awarded on class charts every time.
- Subject leaders should check homework is correctly logged and follow up if this isn't complete.

Student Absence

- Use data on class attendance to inform starting points
- Recall activities should be used every lesson to support with previous understanding and address gaps and help students keep up.
- Lessons should include a recap of prior learning (e.g. recap slide/questions)
- Knowledge organisers are available on the student landing page to support students keeping up.
- Students can find additional information on the student landing page
- Students can access digital resources e.g. Sparx, MathsWatch and Seneca

Appendix 1



In Christ We Grow

Book Presentation



Write and underline your date and title with a ruler every lesson.

Complete your recall and self-assess, making improvements.

Draw all diagrams, graphs and tables with a pencil and ruler.

Glue sheets in to books neatly.

Take pride in your handwriting. Don't doodle.

All homework should be glued in the day it is due.

 Student work  Self-marking  Teacher feedback

Appendix 2

Focus on RECALL AND RETRIEVAL

Retrieval Practice by Kate Jones

- Retrieval aids later retention. Every time you retrieve a memory it becomes deeper, stronger and easier to access in the future.
- Testing identifies gaps in knowledge.
- Testing improves transfer of knowledge to new contexts.
- It provides valuable feedback to teachers.

- 1 Recall tasks should be given pupils to complete on entry. Tell the pupils how long they have to ensure a **strong pace**.
- 2 Pupils should not look back in their books to complete the task, this ensures pupils have to **think** for themselves.
- 3 Once completed (in a timely manner), use **probing** question pupils to obtain answers. The answers should not just be put on the board.
- 4 Pupils should mark and improve answers using a red pen.
- 5 Staff should ask pupils how they scored; Teachers identify and address difficulties or misconceptions through questioning and discussion.

Appendix 3

Focus on MODELLING

To learn something new, students need to watch and listen to experts who guide them through the process. It is important that we model ideas and support students before setting them off on their own.

'I do'

The teacher models using worked examples whilst asking questions such as,

- 'What is this asking me?'
- 'How did I do that?'

'We do'

Teacher and students participate in guided practice. The teacher asks:

- 'What are some common mistakes we saw earlier?'
- 'What do we do first?'

'You do'

When ready, students conduct independent practice. The students consider:

- 'I know that I tend to...'
- 'I can see that I need to...'

Appendix 4

Focus on FORMATIVE ASSESSMENT

Formative assessment is a process of gathering feedback on students' learning during instruction to adjust teaching strategies, provide students with timely feedback, and improve learning outcomes.

Where is the learning going?

This involves clarifying, sharing and understanding the learning intention and success criteria.

- Have you shared them?
- Have you checked students are clear about what you mean?
- When teaching new content, have you modelled it and provided worked examples/live modelling?

Where is the learner now?

Engage effective discussions using high quality questioning. Provide tasks that elicit evidence of learning, including high quality questioning such as open, retrieval and multiple choice.

How to get there.

Provide feedback that moves learning forward (preferably live, by moving around the classroom and speaking to students). Activate students as owners of their learning, providing checklists, for examples.

Focus on COLD CALLING

Questioning students is a key ingredient to check understanding and ascertain what students can recall. As teachers we need to know what everyone in the class knows and understands and what misconceptions may be lurking. Therefore our approach to questioning must be considered and not left to chance.

‘Teach Like A Champ’ by Doug Lemov

To check for understanding- knowing that what they have been taught is understood by all.

To support active thinking in all tasks – places accountability on thinking as students may be asked a question after think time

To create a culture of engaged accountability – making lesson participation an expectation rather than a choice

To give pace to the lesson – avoiding wasted time waiting for someone to volunteer



Ask the class a question.



Give appropriate think time (wait).



Identify a child to ask – then encourage them to expand on it.



What if they say 'I don't know?' Offer support and revisit later in the lesson with another question. REPEAT.

Focus on MINI WHITEBOARDS

Plan questions that require short answers only, e.g. multiple choice or short answers

Standardise response format with students, e.g. fill the board

Standardise ‘show me’ format. e.g. cover answers, reveal on the count of 3, no wobbling boards in the air.

In the classroom

Mostly Correct

- Correct individuals misconceptions, e.g. speak to them 1-1
- Teach new content

Mostly Incorrect

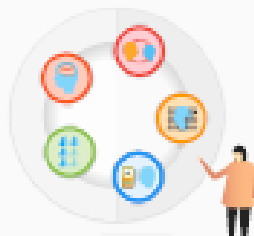
- Unpick class misconceptions
- Reteach and re-check before moving on

Appendix 7

I say, you say

High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

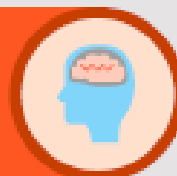
1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



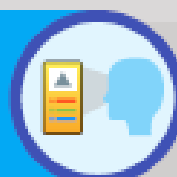
4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report '[Special Educational Needs in Mainstream Schools](#)'.



Appendix 9

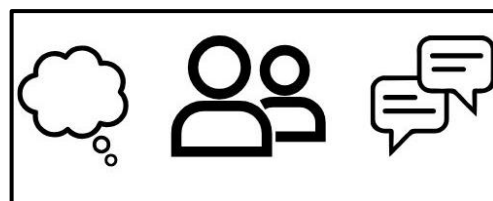
Focus on...

THINK	PAIR	SHARE
Think about: Key knowledge you have. Key vocabulary you have been taught. If there is more than one possible answer.	Active listening: Take turns to speak. Listen carefully to your partner's answers. Ask your partner questions to develop your understanding.	Think about: How can I summarise our conversation? What key points did we make? Did we fully agree?
Sentence stems: I know that... One word I could use here is... Next, I could say...	Sentence stems: ANSWER Firstly, I thought... Next, we could say... CHALLENGE It could be argued that... Other people might say... EXTEND Also, let's add... In addition, we know...	Sentence stems: [partner] and I agreed that... [partner] said X, but I thought... One key thing we said was... In summary, we think...

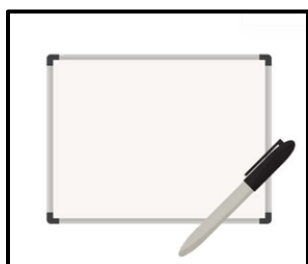
Appendix 10



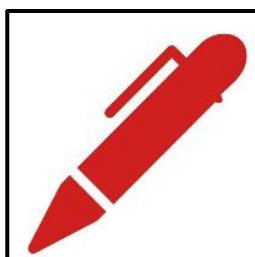
Independent Practice (silent work)



Think, pair, share



Mini whiteboards



Self-Assessment



Teacher Assessment

For further information please read:

Teaching for learning policy

Feedback Policy
Homework Policy & protocol
Literacy Policy
SEND policy