Aylesford School

Teaching and Learning Policy Including Homework, Marking and Feedback, Quality Assurance and Blended Learning

Ratified/Reviewed	To be reviewed
November 2020	October 2021

TEACHING & LEARNING POLICY 2021/22

Vision:

The clear priority for our school is to ensure that every child receives consistent high quality first teaching in all subject areas. This will engage them in their learning, give them a thirst for knowledge, motivate, challenge and inspire them to achieve the best outcomes.

Students are encouraged to take responsibility for their own learning across the curriculum. They should be taught how to learn and how to reflect on their own learning so that they are clear on how to improve and their next steps to achieve it.

We believe in the importance of a Growth Mind-set to develop the tendency to:

- ✓ Embrace Challenge
- ✓ Persist in the face of setbacks
- ✓ See effort as the path to mastery
- ✓ Learn from feedback
- ✓ Find lessons and inspiration in the success of others

Our core values for Excellence in Teaching and Learning are:

Aims:

The aim of the Teaching and Learning Policy is to address our School Development Plan priorities in order to support a culture of continuous improvement, specifically in teaching, learning and assessment for both pupils and staff.

Staff Expectations

All staff perform a key part in the success of Aylesford School and are expected to maintain high professional standards, demonstrating our schools character strengths and making the education of pupils their first concern. We are accountable for achieving the highest possible standards in work and conduct and must act with honesty and integrity; have strong subject knowledge where appropriate, keep our knowledge and skills up-to-date, be self-critical; forge positive professional relationships; and work with parents in the best interests of our pupils. These standards will underpin the work of all staff at the school and performance will be assessed against these standards as part of the appraisal and pay arrangements in schools.

In line with the Professional Teaching Standards mentioned previously, Aylesford's expectations for teachers are non-negotiable. They are the fundamental actions, which underpin good teaching and learning and should be exhibited by all classroom teachers. Our expectations incorporate the values, responsibilities and duties that teachers at the school have. Everything we do has to be in the interest of the pupils for whom we work

Teachers and Staff will	Learners need to
✓ Meet and greet students at the door ✓ Know their students- be familiar with the needs of individuals- SEND, PP, HPA and use this to inform planning. ✓ Use an informed seating plan ✓ Keep an **updated** teaching file either electronically or paper based ✓ Show outstanding subject knowledge ✓ Show outstanding understanding of any appropriate exam requirements ✓ Start each lesson with a retrieval practice "Power of 3" activity ✓ Set clear differentiated tasks using Bronze, Silver, Gold criteria ✓ Have highest expectations of pupils presentation using **PROUD** ✓ Share success criteria and model expectations ✓ Challenge and inspire students ✓ Plan engaging tasks which promote a positive working environment so that the need to manage behaviour in the classroom is kept to a minimum ✓ Use a range of questioning that facilitates deeper thought processes. ✓ Relate all learning to the schools Character strengths. ✓ Systematically and effectively check students' understanding throughout lessons and intervene where needed to ensure progress. ✓ Consistently provide high quality marking and constructive feedback, including "Level Up" opportunities during lessons to ensure that students respond to it. ✓ Set appropriate planned and differentiated homework in line with the homework policy. ✓ Use data to inform planning and interventions for students who are underachieving. ✓ Plan and implement opportunities for teaching literacy and numeracy skills ✓ Promote a supportive and cohesive learning community through students' spiritual, moral, social and cultural development ✓ Share lesson plans with other adults who are supporting in the lesson. ✓ Use new technologies to enhance and support learning. ✓ Seize opportunities to enrich the curriculum and provide the big picture ✓ Ensure all students are exited from the classroom as per schools expectations of standing behind desks and dismissed in small groups calmly.	✓ Take pride in their work and in their appearance. ✓ Follow 3 school rules(Be Ready, Be Respectful, Be Safe) ✓ Be actively engaged with their learning including in whole class work, group work and when working on their own. ✓ Use time productively ✓ Understand what they are doing, how well they have done and how they can improve ✓ Improve their work in response to Feedback and "Level Up" tasks. ✓ Show resilience when tackling problems. ✓ Complete Homework on time and to a high standard. ✓ Work constructively in a culture of mutual respect -Respect other people's differences and opinions. ✓ Use new technologies responsibly in line with the online safety policy.

Every Lesson standing items

1. Meet and greet – welcome pupils with a smile
2. All lessons taught with an open door
3. Every lesson starts with a short retrieval practice(Power of 3 – See T&L definitions)
4. Tasks are formed using the medal system (See T&L definitions)
5. Thinking Hard Devices used to ensure that the most able are challenged
6. Planned and targeted questioning
7. Technical vocabulary to be used – Teachers should not be tempted to simplify this
8. Assessment for learning opportunities every lesson (Peer/Self or Teacher)
9. Character strengths to be use and displayed to shape behaviour in lessons
10. Effective use of de-escalation and adapting a restorative approach to behaviour management
11. All Students to exit classroom as directed by the teacher in an orderly manner
12. Learning Journey clearly displayed in all students books
13. Homework to be set according to the homework calendar
14. All Students to exit classroom as directed by the teacher in an orderly manner. EG: Row by row

A Growth Mind-set culture:

- Foster the belief that intelligence is not fixed and can be developed:

Establish high expectations because you know all students have the ability to be able to meet them- e.g. "this is a challenging topic so I want you to stretch yourselves, I know you can all get there".

- Create a challenge seeking learning culture

Let students know that mistakes are expected and are to be learned from. Promote risk taking instead of being risk averse. Use the language of "Yet" to focus on how with renewed effort they can overcome setbacks and achieve more. If a student says "I can't do it", use "Yet".

- Build in time for deliberate practice.

Value the time spent on "Level Up" activities* and praise how students have responded to your comments.

- Use praise carefully:

Focus on the process and effort that led to the achievement. Feedback explicitly linked to intelligence or ability could be counter-productive in the long term. Praise for taking initiative, persistence and seeing a difficult task through, learning something new, being undaunted by a setback, being reflective and open to feedback.

Quality Assurance:

The quality of Teaching and Learning is monitored across the school through a robust performance management process alongside frequent self-review activities including drop-ins, learning walks , work scrutiny and stakeholder voice activities. The findings of these review processes are regularly discussed at meetings at all levels. Summary information is shared with the Governing Body who also carry out monitoring visits.

Continuing Professional Development:

A broad range of continuing professional development opportunities for staff at all levels are organised both on a whole school level and by departments. Classroom leadership sessions are delivered to meet the priorities of the school and teaching staff. Personal CPD needs are met through the appraisal process and are logged and tracked as part of this.

There is a culture of sharing good practice through continual dialogue amongst all staff. Opportunities for developing Teaching and Learning are seized through regular meetings, briefings and the Teaching and Learning bulletin. Teaching staff take part in a developmental peer observation process following some of the principles of the Lesson Study model. During the course of the year staff are also encouraged to take part in sharing good practice drop-in weeks.

Marking and Feedback

Aim:

  Provide effective written and oral feedback that moves pupils' learning on

Professor John Hattie identifies feedback as potentially the most important factor in pupil progress:
''Through marking we can really show students that we value their efforts, it is when we can judge our own effectiveness as teachers, it is when we can make strategic decisions about the next steps children need to make. Above all it is an opportunity to have a dialogue with each and every child. ''

We must ensure that **feedback** is an integral part of our classroom practice. We must aim to provide a process of feedback that is of a consistently high standard that shows students making progress over time. Marking must be accompanied with feedback so that it informs planning and therefore teaching.

The aim of formative assessment is to give students clear guidance about how to improve their work. Students should be made aware of the assessment criteria for both class work and homework tasks. Not everything in books needs to be marked; subject staff need to agree on which work to assess formatively. The marking load must be manageable and we therefore need to choose when to mark and what to mark.

Frequency and duration of marking:

Realistically not every piece of work can or indeed should be marked, but every piece of work should be purposeful and relevant to the learning needs of the pupil.

The teacher should take in and assess pupil work regularly. The frequency of this will depend on the individual needs of pupils and be in accordance with the departments M&F plan.

For example, where a pupil is not making expected levels of progress, a teacher might be expected to increase the frequency of effective feedback for this pupil.

The expectation of frequency is laid out in the table below:

	CORE and EBACC	Non-CORE (1 lesson a week or option)
KS3	2 per term	1 per term
KS4	2 per term*	2 per term

* During terms where there have been PPEs, due to marking load in these subjects, there is only one Level up alongside the PPE expected

Expectations for all teachers:

Every piece of student assessment must be marked and time should be dedicated to the formulation of meaningful and constructive feedback to students. This must be viewed by all teaching staff as an **essential** part of their role.

Research states that effective feedback has the most significant impact on pupil progress and attainment (Hattie, 2011). Therefore, time spent on the provision of effective feedback should be highly valued by teachers and pupils.

All teachers accept that it is their responsibility to:

1. Ensure the purposes of feedback, both **verbal and written**, are made clear to all pupils.
2. Ensure feedback comprises of the following **elements**:
    a. **Specifically** state what the learner has **done well** –
    b. **Explicitly** state how the learner **can improve** – This should be done through questioning to promote deeper thinking and always linked to the success criteria
    c. Plan **meaningful** opportunities to improve work through "Level Up" tasks

3. **Ensure all assessment** work is marked and is in accordance to Expectations set above and department policy. This should be based on the needs of individual pupils, groups of pupils, whole classes or Data Collect Points to ensure it impacts most positively on their progress.
4. Create a planned and meaningful "Level up" opportunities as a consequence of point 3 in the next lesson. Teachers must use **demonstration, exemplification and modelling** to show pupils what the desired outcome looks like during this.
5. "Level Up" sticker must be placed in exercise book to clearly identify these tasks
6. Ensure that marking conveys that a pupil's **effort** and **presentation** is valued by referencing PROUD where appropriate. Where presentation meets expectations PROUD elements should be highlighted in Green and where it does not this should be highlighted in Pink.
7. Ensure feedback allows students to show progress over a series of lessons through meaningful improvement of work.

8. All teachers are expected to mark in **green** pen.
9. Ensure a common approach to marking for improving literacy using the School's **Literacy marking codes as identified below.**

Spellings: Spelling mistakes will be underlined in the text with 'Sp' in the margin. Incorrect spellings of subject specific spelling mistakes should be corrected by the teacher	SP
Capital Letters: Capital letter errors will be circled in the text with a 'C' in the margin	C
Punctuation Errors: Punctuation that is missing or incorrect will be circled in the text, with the correct punctuation written in the margin.	! , ? : ; ""
Paragraphs: If a new paragraph should be used this will be made clear with a \\	\\

10. Provide clear opportunities for pupils to engage in Self-Assessment and Peer-Assessment activities through "Level Up" activities in order to show evidence of students improving their work.
11. All teachers are expected to write comments which are **well presented**. Pupils should be able to read and understand comments without difficulty.

In Summary
Dedicated pieces of work highlighted in SOW which are marked formatively and feedback given to improve
Allowing **LEVEL UP** time in class following a marking period   (Ensuring this is clear in pupil's books!)
Marking for literacy (First paragraph of each piece of work in students books should be marked for SPAG and all work identified for "Level UP" should be entirely marked for SPAG)
Marking for PROUD – This must be addressed using the PROUD sticker and highlighting green for good and Pink for not meeting expectations
Marking in **Green Pen**
Frequency as per policy

Responsibilities

Teacher	- Follows the above expectations - Moderates effectively and accurately - Shares their best practice
Head of Department	- Follows the above expectations - Holds teachers to account who do not meet the Expectations above - Takes responsibility of moderated student work - Takes appropriate identified action when and where necessary - Shares their best practice - Completes regular book scrutiny as part of quality assurance
Leadership Team	- Follows the above expectations - Use the school's METAL process to monitor the implementation of the Feedback policy - Hold HoDs and classroom teachers to account for ensuring high standards of feedback. - Strategically plan, deliver and evaluate appropriate training and professional development including the exemplification of best feedback practice
Teaching Assistants/Cover Supervisors/Mentors	Read through written feedback by teachers/pupils and discuss assessment information to guide the pupils
Pupils	- Take part enthusiastically in self and peer-assessment opportunities - Act on the advice and guidance given by teachers to improve work further - Ask questions if you are unsure how to improve your work

Research (Education Endowment Foundation and Professor John Hattie) says that the most effective way of ensuring students make good and outstanding progress is through meaningful feedback which details how to improve and then students acting on that feedback (we do this through levelling up)

- Pupils should be provided with opportunities to assess themselves and others on a regular basis. This should be based on the needs of individuals, groups of pupils and whole classes
- A "level UP" sticker should be used for all self and peer assessment activities so that these can be easily identified by the pupil, parent and the teacher.
- Evidence of "Level Up" activities should be seen in both classwork and homework tasks and should appear in all pupils' books/folders
- The aim of formative assessment is to give students clear guidance about how to improve their work to achieve at least, or above, their target grade.
- The teacher should take in and assess student work regularly. The frequency of this will depend on the individual needs of the students.
- Teachers are expected to mark 2 pieces of work each term in depth with formative, personalised comments from the teacher to allow student to act upon feedback given and make improvements during level up time.
- Level Up work should follow directly after feedback and adequate time built into lessons to allow students to make improvements to work.
- Students must be given appropriate and adequate time to do the Level Up and act on feedback given – this might be more than one lesson
- The teacher must then provide further feedback by marking the levelled up work so that the student knows if they have improved the work or not.
- If the levelled up work is not an improvement on the first attempt the student must do it again and however many times needed for improvement to take place
- All level up work should be indicated clearly using the school's level up stickers
- The first attempt and levelled up work should be clearly indicated and explicit in books
- Subjects with only one lesson a week are only expected to complete one Level Up activity in any one term.

Homework

Aylesford School uses the "sims student" and Sims Parent" apps to record homework. – Where a good, well-managed homework programme helps children and young people to develop the skills and attitudes they will need for successful lifelong learning. Homework also supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education. Ownership of homework by the subject teacher provides opportunities to reinforce the high expectations which are formed and established within the classroom.

All homework will be set using the Sims platform and any printouts needed to complete the tasks should be given to the student in advance.

The homework should be clearly linked to what they are supposed to be learning in the classroom and it should be planned at the same time as the lesson. Therefore, it should form part of the Scheme of Work which the pupils follow.

Subject teachers should consider the implications of planning activities which are reliant upon the completion of homework. There should be the expectation that all pupils complete homework to the deadline to avoid unnecessary disruption to learning if the lesson is linked to the submission of the work.

Homework should be set regularly and proportionately to their teaching time in each subject area.

As a school, we do not 'chase' a lack of homework submission and instead a lack of homework completion is noted in Homework Attitude to Learning grades.

Homework Expectations for all teachers:

All teachers accept that it is their responsibility to adhere to the following:

- Sims Engagement Portal to be used to set all homework.
- Students should be set homework a minimum of **once every three lessons**. To have high expectations of the students at Aylesford School you may wish to set this more often.
- There is an expectation that homework is completed by everyone. Pupils who require additional support in completing homework should be identified and alternative provision should be provided in line with their needs. (E.g. young carers)

- Homework should be taken in when asked for to ensure it is valued by teachers, pupils and parents

Tasks:
- Homework must be well- presented, show a high level of appropriate challenge and meet the standards outlined in our classroom standards policy.
- Homework must be set at an appropriate level and differentiated to provide challenge and an opportunity for all students to produce thoughtful and meaningful work at home.
- Homework tasks could include: research/ planning in preparation for written tasks, quizzes, self-marking, online tests and literacy and vocabulary tests.
- Tassomai, PIXL apps and Hegarty Maths are used as homework. As well as this, key word spellings, terminology definition tests and quotation tests may be issued to prepare students for specific Assessment Objectives.

Marking:
- Where appropriate, homework should be marked for quality, literacy and if fitting work should be graded and feedback given on how to improve.
- Where suitable, levelling - up of work should be completed for homework.
- Homework marking should include a combination of: verbal feedback, written feedback, peer and self- assessed marking.
- To develop students' oracy skills, homework might be presented in class for verbal feedback.

Frequency and duration of homework

Students should be set homework a minimum of once every three lessons.

Every piece of work should be purposeful and relevant to the learning needs of the pupil.

Every teacher is expected to plan, set, take in and assess pupil homework regularly. The frequency of this will depend on the individual needs of pupils, groups of pupils and classes. For example, where a pupil is not making expected levels of progress, a teacher might be expected to increase the frequency of homework for this pupil.

Assessment, Monitoring and Recording of homework

It is the responsibility of the classroom teacher to plan, set and mark homework in accordance with the Teachers' Standards and the School's Marking and Feedback Policy. The HoD should monitor the provision of homework within the department and ensure a departmental framework for homework is in place. The AHT should have an overview of the provision of homework within the subject and this should be monitored regularly to ensure the quality of homework provision remains high. This should be in line with the School's programme of Quality Assurance. Homework should be assessed as appropriate to the needs of the department and feedback should be provided to pupils on a regular basis.

As a school, we do not 'chase' a lack of homework submission and instead a lack of homework completion is noted in Homework Attitude to Learning grades.

Pupils who choose not to complete homework on a regular basis should be monitored and contact should be made by the subject teacher with the parents/carers. Persistent offenders should be identified to the HoD where appropriate and further parental contact should be made.

Failure to complete homework is not considered a pastoral support issue in the first instance and concerns raised at HoD level should be taken up with the relevant member of the SLT rather than the PSM.

Homework should not become a barrier to learning in lessons and staff are encouraged to avoid situations where conflict may arise as a result of a pupil failing to complete homework.

Additional Support

We have identified that some pupils may require additional support for the completion of homework. For example: Young Carers and pupils with English as an Additional Language. In such cases an alternative homework programme may need to be provided.

The school will provide opportunities for pupils to complete homework at school. A supervised study session will take place every night after school in the LRC from 2:55pm to 4:00pm where pupils will be able to have access to online resources and reference books. Additional support is provided to our most vulnerable learners through the deployment of teaching assistants who are on hand to provide guidance on the completion of homework tasks.

Pupils who have difficulty in completing homework for extenuating reasons should consult their subject teacher for help and support.

All marking of homework will be monitored as part of the marking scrutiny and department review procedure. Homework will be checked once per term as part of work sampling for level of challenge, quality of outcomes and consistency.

Where standards are not met, staff will be given feedback on how this can be improved. This will continue to be monitored in line with our published marking policy.

Parental Involvement: Parents are encouraged to interact with pupils in the completion of their homework and are encouraged to check their child's homework tasks on a regular basis. Conversations between parent and child on the topic of homework, support the learning process and foster positive relationships at home.

COVID -19

Blended Learning Policy

Aylesford School has reopened for all pupils in September 2020 following school closure due to the global pandemic. However, we are required to put plans in place in case of a local or national lockdown arrangement or a breakout of COVID-19 within the school community.
The aim of this policy is to consider the practical implementation of blended learning across a number of eventualities in order to ensure pupils, teachers, parents and other stakeholders are clear about expectations and responsibilities.

This policy draws on recommendations made by the EEF and the government in response to the pandemic.

The Education Endowment Foundation (EEF) research evidence on supporting pupils to learn remotely
https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/

The government guidelines to secondary schools on planning for tier 2 local restrictions
https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions

Blended Learning

Blended learning is where students learn via a mixture of online media as well as traditional face to face teaching. This new approach to teaching and learning has grown exponentially due to wide spread school closure as a result of Covid-19. The evidence of what works is clear and strengthening. The EEF have identified the following key areas to consider for successful blended learning provision.

RESEARCH EVIDENCE

1. **Teaching quality is more important than how teaching is delivered**
Providing that the established principles for introducing new knowledge are adhered to (explanation, scaffolding, and feedback) then there is no difference between the effectiveness of real time remote lessons or pre-recorded material. What matters most is that each learning sequence builds on prior understanding.

2.   Ensuring access to technology is key, particularly amongst disadvantaged pupils

Lack of access to appropriate technology is a barrier to effective participation in remote learning. We need to be aware of pupils who may have less access than others have and require extra provision/ support where possible

3.   Peer interaction provides motivation and improves learning outcomes

Peer marking, modelling and sharing of work, as well as live discussion and the use of shared forum functions for collaborative learning are all useful strategies to motivate and help progress whilst engaging learners. Many digital platforms allow a share screen function or interactive quiz functions to ensure student participation and engagement.

4.   Supporting pupils to work independently can improve learning outcomes

Pupils learning at home will often need to work independently. Staff must support students to identify strategies which will enable them to achieve. For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable. Using metacognitive and self-regulation approaches will help learners engage more effectively and the research suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

5.   Different approaches to remote learning suit different types of content and pupils

Teachers will be supported to reflect on different approaches to remote learning and what will be most effective to deliver their subject content through ongoing CPD.

EG: To support retrieval practice, using technology and self-quizzing can help students retain knowledge whereas in MFL games have been found to have a high impact on vocabulary learning

Definition of Remote Provision

Remote provision is the provision of the relevant curriculum for students who are otherwise unable to access face to face learning within the school setting.

The research is clear that pupils should be facilitated to engage in a variety of remote learning activities, including direct instruction, real time lessons, recorded sequences, quizzes, formal assessments, discussion forums and online material
We also consider ongoing pastoral support to be central to ensuring our pupils remain linked to the Aylesford community. This occurs through a variety of contact with mentors, progress leaders and pastoral support managers.

Specific approaches for different scenarios where blended learning may be required

1.   Teacher absence due to self or family isolation whilst awaiting a COVID-19 test result

Staff member will be expected to set work via Sims engagement portal providing they are well .As circumstances dictate and if the teacher remains well, then they should continue to set work via sims, and, provision will be put in place for them to deliver lessons remotely to their classes. If they are a mentor they will be expected to check in remotely with their mentor group. Links to Zoom should be sent to HoD the night before the lesson. HoD will e-mail these to cover teacher on the day of delivery.
They will continue to assess work on line. This will take immediate effect after the teacher goes into isolation and will continue for the duration of the time they are physically absent from school, providing they are well.
If they are unwell and unable to work, cover would be set by their Head of Department (HOD).

2.   Teacher absence due to child having to isolate as part of a bubble but showing no symptoms

In the event of no alternative childcare, the teacher will be expected to deliver their timetable remotely from home. As per the EEF guidance this should be a mixture of live lessons, video recordings and assessments to provide variety. Any links and videos must be sent to the HoD 24 hours in advance to allow them to distribute to the cover teacher and arrange any resources that may be necessary.
Any printing should be sent to reprographics with clear instructions the day before they are needed.

3.   Pupil absence due to self or family isolation whilst awaiting a COVID-19 test result

Parents must inform the school that COVID-19 symptoms are the reason for their absence and follow guidance as to who needs to isolate and book a test.
Students will initially be asked to access the work on the website for the relevant week (This is done as a department each week and sent to NLA)
If the test returns positive and whilst the household is in quarantine, lessons will be delivered live via Zoom. Teachers will send zoom link to student via the Sims engagement portal in advance and the student will be able to access the lesson as per their timetable.

The share screen function on zoom will allow teachers to share the lesson with the students. Cameras should be switched off unless the teacher is using the visualizer to record notes etc. Staff training will be provided on safety and functionality of using Zoom.

Pupils who are unwell need to focus on getting better and the School will help them to catch on any work they have missed when they return fit and well. However, pupils who are absent for Covid-related issues, and are well enough to access work they miss, should attend lessons and complete any work set for them on the engagement portal. Staff should upload any resources necessary needed to complete the work for lessons in advance.

4.   Track and trace case within a bubble

If a bubble is required to isolate then their timetable will be delivered on line as per their school timetable. Teachers will send out zoom codes via Sims engagement portal in advance. The links should be sent at least 48 hours before the lesson. The expectation is to deliver live lessons but as per the EEF research, a proportion of the lessons could be pre-recorded. 50% of lessons must be delivered live to allow students the interaction with their peers and staff. Pupils will receive feedback via Sims engagement. Teachers are expected to deliver lessons according to their school timetable.

Students not attending these sessions should be followed up with phone calls home or liaison with progress leaders and pastoral support managers when appropriate.

5.   In the event of lockdown and full school closure

The School will revert to the full remote learning timetable. As per the EEF guidance, this will form a variety of media including live lessons, recorded lessons and assessments.

Full time provision will remain in place for vulnerable children and the children of critical workers and staff will be asked to attend school on a rota basis as per the first national lockdown.

The Blended Learning Policy will also be used in the event of school closure for other reasons such as bad weather

Teaching and Learning Definitions 2020 - 21
POWER OF THREE

Recent research has shown that retrieval is critical for robust, durable, long-term learning. Every time a memory is retrieved, that memory becomes more accessible in the future. Retrieval also helps us create coherent and integrated mental representations of complex concepts, the kind of deep learning necessary to solve new problems and draw new inferences.

All lessons will start with 3 retrieval questions

This should be already on the board as the students arrive for lesson

Questions should provide memory recall from a topic from **last year, last term** and **last week**

This should be clearly displayed on the board either electronically or written down

Student should be in the routine of entering a classroom and getting straight on with the Power of three

All boards must have the Power of Three symbol displayed (laminated copies available from repro)

To enable a fast paced start to every lesson, the power of three should last no longer than 10 minutes including feedback.

 (*Do not be tempted to address gaps in knowledge at this* point. *This should be done as part of your future planning to address common misconceptions)*

Students should indicate *PO3* in the margin show that this has been done consistently in lessons.

MEDAL TASKS

All tasks given to students in all year groups should allow students to meet the highest expectations and provide challenge regardless of their prior attainment.

Tasks within all lessons should be categorised into **Bronze, Silver** and **Gold**

Teachers should teach to the top and expect most students to reach Gold.

Students should start at the level appropriate for them without having to work through from Bronze to Gold unless necessary.

When delivering the tasks, students should **not** be given a choice - It is the role of the teacher to decide which students complete which level of task based on their prior knowledge of the students.

Or

When delivering the tasks the teacher must direct students to the level of task they ae to complete. A student can of course ask to attempt an activity that is higher, but not lower.

It should be clear in student's exercise book which task they have completed by getting them to simply make a note in the margin. Either the word Bronze, Silver or Gold or B S G.

FEEDBACK

School Policy is to focus our effective use of feedback in two ways:

1. **Level up**

Teachers are expected to mark 2 pieces of work each term in depth with formative, personalised comments from the teacher to allow student to act upon feedback given and make improvements during level up time.

Level Up work should follow **directly after feedback** and adequate time built into lessons to allow students to make improvements to work. The teacher must then provide further feedback so that the student knows if they have improved the work or not.

All level up work should be indicated clearly using the school's level up stickers

Subjects with only one lesson a week are only expected to complete one Level Up activity.

2. **Self and peer assessment**

Self and Peer assessment should be evident in all books and there should be opportunity for self or peer assessment at least every other lesson.

Self and peer assessment is only effective if students have a clear understating of the assessment criteria. Teachers are expected to ensure that this is the case.

Key words and terminology must be marked throughout the book to ensure these are being used correctly

Spelling of key words can also be peer marked as a guided activity by the teacher. E.g.: 10 key terms given, students peer assess and then students make corrections.

All policies can be found on the staff shared area – please find the links below to the current Teaching and learning/marking and feedback policy

Teaching and Learning/Marking and Feedback Policy