



Holmer Green Senior School

Curriculum, Teaching,
Learning, Assessment and
Feedback Policy

(CTL&F Policy)

December 2025

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Ethos

At Holmer Green Senior School, we provide a broad and balanced curriculum offer that delivers Achievement and Opportunity for all.

Vision

- **Work hard**, demonstrating a willingness to learn and value knowledge and improvement in the classroom and through home learning.
- **Be kind**, ensuring the learning environment is safe, respectful and allowing every student to work without distraction.
- **Have passion**, developing their own interests and skills within the curriculum
- **Be curious**, taking opportunities to develop their learning through extra-curricular opportunities
- **Pursue excellence** by creating a challenging curriculum for all students and providing them with high quality feedback.
- We will develop successful, independent, confident learners who reach their full potential
- We will provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Acquire knowledge, skills and understanding across all subjects to help them thrive in post-16 education, apprenticeships, university and the workplace
- We will promote fundamental British values and support students spiritual, moral and cultural development
- We are committed to ensuring students are taught a Modern Foreign Language. Students are allocated French or Spanish as a language at the start of Year 7 based on timetabling arrangements. Parents/carers can inform the school if either French or Spanish are widely spoken at home so that allocations accommodate this

The Teaching & Learning Framework

The Teaching and Learning framework provides a clear vision of excellent teaching and learning at HGSS. The framework was collaboratively created by all teaching staff and the school's ethos of work hard, be kind and have passion. The framework represents the school vision for excellent teaching and learning and should be used to inform planning and quality assurance of teaching and learning.

Working hard	Being kind	Having passion
<i>We want students to illustrate...</i>	<i>We want students to illustrate...</i>	<i>We want students to illustrate...</i>
<ul style="list-style-type: none"> Consistently positive learning behaviours Resilience when challenged – getting themselves unstuck A continued desire to improve 	<ul style="list-style-type: none"> That they are consistently responsive to teacher instructions and expectations Empathy and inclusion towards all members of the school/wider community Constructive challenge/feedback to their peers 	<ul style="list-style-type: none"> Immersion in learning Curiosity by asking and answering questions Connections to prior learning/wider world Care and pride in their work
<i>Teachers develop this through...</i>	<i>Teachers develop this through...</i>	<i>Teachers develop this through...</i>
<ul style="list-style-type: none"> Always delivering non-negotiables* Inclusive and adaptive teaching methodologies Guiding practice, including Oracy 	<ul style="list-style-type: none"> Consistently applying the behaviour management policy Modelling positive language Meaningful and timely feedback, including peer/self-assessment 	<ul style="list-style-type: none"> Delivering a broad, inclusive and sequenced curriculum Expecting high standards in books The use of academic language
<i>By specifically...</i>	<i>By specifically...</i>	<i>By specifically...</i>
<ul style="list-style-type: none"> Introducing new material in small steps Managing the cognitive load of students Providing models and utilising success criteria Providing high quality exposition Modelling highly effective Oracy 	<ul style="list-style-type: none"> Using positive reinforcement Using non-verbal communication Eliminating low expectations Frequently checking in on student understanding 	<ul style="list-style-type: none"> Utilising retrieval practice Utilising elaborative interrogation Teaching revision techniques Challenging misconceptions Defining and teaching threshold concepts

Teaching & Learning Non-Negotiables

The Teaching and Learning framework includes five non-negotiable elements each lesson must include, including those taught at Key Stage 5. These elements are explicitly taught to staff and students, with rehearsal and deliberate practice used to gain increased fidelity across the school. These non-negotiables are:

- Entry and Exit:** Staff must meet students at the door at the start of every lesson to promote a purposeful start to every lesson; Entry and Exit: Staff must meet students at the door at the start of every lesson to promote a purposeful start to every lesson; and at the end of every lesson students stand behind their desks and are asked to leave row by row.
- Do Now and Big Picture:** Every lesson must start with a silent 'Do Now' task, followed by the sharing of the 'Big Picture' of the learning journey;
- Random questioning:** Staff must randomly select students to respond to questions they pose
- (AF) Assessment for Learning:** Staff should ensure that they are checking for understanding in every lesson, utilising mini-whiteboards, amongst other methods, to do so;
- ATL Tracking:** Staff must indicate the ATL (Attitude to Learning) of each student during each lesson.

The rationale behind these non-negotiables is simple; to provide every student the opportunity to work hard, be kind and have passion, supporting them to become the best possible versions of themselves.

Roles and Responsibilities

Teaching and learning at HGSS is a shared responsibility, and everyone has an important role to play.

This is how we create the optimal conditions for learning:

Teaching staff at our school will:

Curriculum:

- Provide all students with a challenging, broad and balanced curriculum which enables students to know more, remember more and do more.

- Have a high academic/ vocational/ technical ambition for all students and plan challenging work for all groups including high prior attainers, low prior attainers, pupils from disadvantaged backgrounds, pupils with SEND and pupils with EAL (English as Additional Language).
- Construct, design and implement a sequenced curriculum that establishes the conditions for all students to deepen their knowledge, enquiry and communication over 7 years.
- Ensure all schemes of work are rigorous, academic and foster high aspirations of all students
- Make sure that the curriculum caters for all students, including SEND, EAL, disadvantaged, low and high prior attaining students.
- Develop a love of reading through planned and structured teaching of disciplinary literacy.
- Equip students with the knowledge and cultural capital they need to succeed in a modern and diverse, British society.
- Promote students spiritual, moral, cultural, mental and physical development within lessons.

Year 9 Specialisms, GCSE and A-Level Options

During Year 8, all students will be required to select three 'specialism' subjects to study during Year 9. Each student will select one subject from each specialism block:

- Design and Technology Specialism D&T, Hospitality and Catering and Photography
- Art and Design Specialism: Art and Textiles
- Expressive Arts Specialism: Physical Education, Drama and Music

Year 8 students are also asked to select a reserve subject from each specialism block.

During Year 9, all students are required to select three GCSE 'options' subjects which will complete their curriculum offer across Key Stage 4. The subjects on offer may change year-on-year, however a broad curriculum offer will be available.

Students have a free choice of GCSE option subjects. Students are also asked to select three reserve subjects as potential GCSE Options.

Timetabling and blocking occurs after the option choices have been made. This process is conducted by our Data Manager, who is responsible for creating the timetable.

Students wishing join our Sixth Form select their options from set blocks of subjects. These option blocks are created to allow for 'common combinations' of subjects to be made accessible. Blocks are created by the Data Manager at the start of the Spring Term each year.

At all three curriculum transitions, once students have selected their options, the Data Manager and SLT responsible for the options process, confirm selections and class lists for the next academic year.

On the occasions in which subjects are oversubscribed, the following actions take place:

- All looked after children, disadvantaged children and those with ECHPs have their places in an oversubscribed subject confirmed
- The names of all other students who have opted for an oversubscribed subject are added to a random name selector
- The Data Manager and SLT responsible for options then randomly select students to remove from an oversubscribed option. This takes place as many times as is necessary to ensure a subject becomes viable
- The names of students removed from an oversubscribed option are then added to a waiting list for a place on the subject in question, in the order in which they are removed.
- The students who have been removed from an oversubscribed subject are then allocated a reserve option:
 - Specialisms: students are allocated to the reserve specialism they have selected from the appropriate block
 - GCSE Options: students are allocated one of the three reserve options they have selected.
- The Data Manager and SLT responsible for Options then communicates to all students and parents to inform them of their confirmed specialism/option subjects

- If and when places in oversubscribed subjects become available, they are allocated to students on the subject waiting list in order.

Teaching and Learning:

- Uphold all aspects of the Teacher Standards
- Plan every lesson using an academic and sequenced scheme of work as mid-term guidance
- Plan for long term learning through the development of students' long-term memory and utilisation of methodologies linked to knowledge retrieval, interleaving, spacing, dual-coding, elaboration and concrete examples
- Plan lessons that allow for the deepening of knowledge and the development of enquiry and communication skills
- Plan lessons that consider students' prior knowledge, attainment and SEND needs
- To contribute to team planning activities that support the department/faculty
- Construct appropriate seating plans using agreed software
- Allow students time to reflect on learning and make further progress using manageable, meaningful and motivating feedback opportunities
- Plan and deliver meaningful homework tasks that consolidate and extend students' knowledge, understanding and skills
- Ensure their own subject and pedagogical knowledge is kept relevant and up to date through the effective use of CPD or PPA time
- Use their professional judgement to reflect systematically on the effectiveness of their teaching

Assessment:

- Utilise assessment for learning in every lesson in line with teaching and learning policy.
- Plan formative and summative assessment into schemes of work.
- Ensure all assessments used are robust, valid and purposeful, and moderate these assessments as appropriate within HGSS and beyond.
- Ensure assessments are used to track students' progress and interventions are put in place where assessment identifies gaps in skills and knowledge.
- Provide students, and their parents, with attainment data in line with the school assessment calendar
- Be accountable for the department's attainment in terminal examinations.

Feedback:

- Recognise that marking and feedback are not synonymous with each other.
- Provide meaningful, motivating and manageable forms of feedback to all students, including (but not restricted to) verbal feedback, whole class feedback, one-to-one feedback, peer feedback, written comments or modelling excellence
- Provide feedback rooted in high expectation and aspiration for all students regardless of their prior attainment and SEND needs
- Use their professional judgement to provide feedback at suitable points within a scheme of work or lesson
- Provide students sufficient time to respond to the feedback they are given
- Reflect systematically on the effectiveness of feedback they provide
- Use the feedback they provide as a formative tool to develop or enhance the quality of teaching and learning for all students

We do not expect all teaching staff to:

- Follow a prescribed format for lesson planning
- Create detailed or exhaustive lesson plans or records of planning
- Evidence progress within a lesson or plan to evidence progress within a lesson
- Feel pressure to teach differently during learning walks or appraisal observations
- Uphold a T&L (Teaching & Learning) file
- Ensure that students can recite their target and current grades if asked
- Mark students work using a prescribed methodology

- Mark every piece of work produced by a student.

We expect all students to:

- Work hard, demonstrate a willingness to learn and value knowledge and improvement
- Have passion, become self-reliant, self-reflective, independent learners
- Acquire knowledge, skills and understanding across all subjects to help them thrive in post-16 education, apprenticeships, university and the workplace
- Respond to feedback from their teachers
- Reflect on their assessments and respond to their areas for development
- Be able to articulate their areas for development and the strategies they, and their teachers, have put in place to ensure their progress
- Complete all homework set according to the deadline published

Subject leaders will:

- Use the tools of intelligent accountability to monitor, evaluate and report on;
 - the efficacy of the curriculum within their area(s) and ensure that it is challenging, relevant, broad and balanced
 - the quality of teaching and learning within their area(s) using SISRA observe data
 - the quality and impact of assessment (formative and summative) within their area(s)
 - the quality of feedback within their area(s)
- Ensure all scheme of work and lessons within their area(s) are rigorous, academic and foster high aspirations of all students, which include common robust assessment tasks that produce both reliable and valid data and are in line with the national standards for their subject
- Work in conjunction with their SLT (Senior Leadership Team) line manager to quality assure standards of curriculum, teaching, learning and assessment.
- Attend and contribute to regular CPD (Continued Professional Development) in SPDs (Subject Planning & Development session) and meetings for SLT Line Managers and HoD (Head of Departments) to ensure consistency of approach and impact
- Ensure internal assessments are quality assured in a manner that is appropriate to the department, which may include external moderation.
- Ensure all students within their area(s) are provided with the opportunity to build the subject specific and general skills needed for success at all stages of their education
- Support staff within their area(s) in ensuring all aspects of the Teacher Standards are met through relevant coaching, mentoring or SPD provision
- Use assessment data to identify skill gaps within classes and across year groups and plan interventions to support this.
- Support and monitor the quality and effectiveness of departmental interventions
- Be accountable for the department's attainment in terminal examinations
- Conduct staff appraisal focusing on both areas for celebration and areas for development

Senior Leaders, including the Headteacher, will:

- Use the tools of intelligent accountability to quality assure judgements made by Heads of Department and Faculty regarding;
 - the efficacy of the curriculum within their area(s) and ensure that it is challenging, contemporary, broad and balanced
 - the quality of teaching and learning within their area(s)
 - the quality and impact of assessment (formative and summative) within their area(s)
 - the quality of feedback within their area(s)
- Ensure all statutory elements of the curriculum, and those subjects which the school chooses to offer, meet the needs of all individual pupils. This should include Careers education and RSHCE.
- Manage requests to withdraw students from curriculum subjects, where appropriate.
- Ensure the amount of time provided for teaching the curriculum is fit for purpose and reviewed by the governors annually.
- Ensure the procedures for assessment meet all legal requirements, and students and their parents and guardians receive information on their child's progress.
- Provide a range of suitable CPD opportunities to support the planning of lessons; from time for departmental collaboration to the coaching of individual staff when necessary.
- Set aspirational targets for all students to ensure that all parties have high aspirations for students

- Analyse whole school data and use this information to put in place whole school intervention strategies
- Be accountable for the performance of students in terminal examinations
- Conduct staff appraisal, scrutiny, student voice activities and data analysis, and ensure appropriate actions are conducted as a result
- Report to the Governing Body with respect to the quality of teaching, learning, assessment and feedback within the school

The Governing Body will:

- Consider the advice of the Headteacher when approving this policy
- Ensure that a robust framework is in place for setting curriculum priorities and aspirational targets.
- Ensure the school is complying with its funding agreement and teaching a broad and balanced curriculum, including English, Maths, Science and (subject to the providing the right to withdraw) Religious Studies, and enough teaching time is provided for students to cover the requirements of the funding agreement.
- Ensure proper provision is made for students with different prior attainment and needs, including students with SEND.
- Ensure that all courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-Levels, are approved by the Secretary of State.
- Ensure the school implements the relevant statutory assessment arrangements.
- Ensure that the quality of teaching, learning, assessment and feedback within the school is reported to them throughout the year and robust plans are put in place to ensure progress is made
- Ensure it understands the decision process relating to the management of oversubscribed option subjects in Year 9, Year 10 and Year 12.
- Consider the advice of the Headteacher when setting statutory and non-statutory targets
- Ensure progress towards annual statutory targets is monitored
- Ensure that parents and carers receive timely reports on the progress of their child
- Insist that the school is meeting all statutory and self-set targets

Monitoring and Evaluation

What will happen:

- The quality of our curriculum and learning, assessment and feedback will be regularly monitored and evaluated through, learning walks, departmental deep dives, subject professional development sessions and individual appraisal
- The impact on student learning will be the focus of all monitoring and evaluation and will be monitored by learning walks, book scrutiny and student voice.
- All stakeholders, including students, will be afforded the time and opportunity to contribute to the process, with 'data' being triangulated in an honest, professional and robust manner.
- Individual and departmental monitoring and evaluation takes place in department time and is reported through senior leadership line management meetings.
- Termly reports to the Governing Body on the quality of teaching, learning, assessment and feedback within the school

We will not:

- Grade individual lesson observations or work scrutiny.

Linked Policy Documents:

- High Attainers and More Able Policy
- Pupil Premium Statement
- CEIAG Policy
- SEND Policy
- Non-Examination Assessment Policy
- Literacy Policy

- Numeracy Policy
- SMSC Policy
- Homework Guidance

Approved by Governors: December 2025

To be reviewed: December 2026