



Holmer Green Senior School

Curriculum, Teaching,
Learning, Assessment and
Feedback Policy

(CTL&F Policy)

June 2020

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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.

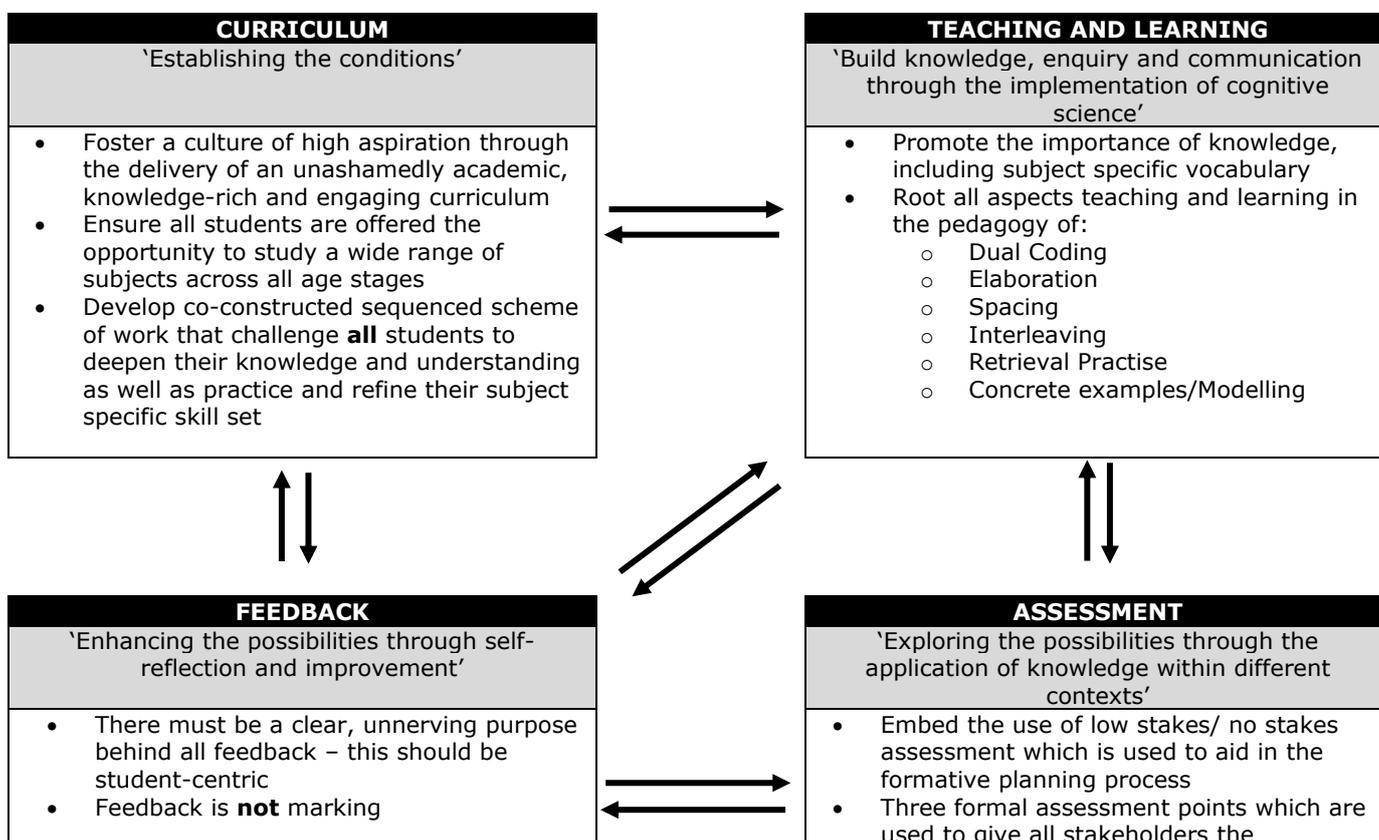
Vision

- We will develop successful, independent, confident learners who reach their full potential
- We will provide a challenging, contemporary, broad and balanced curriculum
- We will provide learning opportunities that develop depth of knowledge, understanding and application of skills
- We will provide reliable and robust assessment opportunities that promote the development of long term memory
- We will provide meaningful, manageable and motivating feedback to students
- We will utilise and enhance the subject specific knowledge and application of pedagogical skills of all staff
- We will promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Strategy

It is this policy's aim to allow staff at Holmer Green Senior School the opportunity to;

- Design and implement a sequenced **curriculum** that establishes the conditions for knowledge, enquiry and communication to flourish
- Be equipped to **teach** scheme of work that promote the 'best of the best' in each subject area as highly respected professionals and subject specialists
- Construct a **learning** environment rooted in the findings of cognitive science
- **Assess** student progress and attainment using a broad suite of formative and summative techniques



- A staple of **every** lesson be it through whole-class, individual, verbal, written, peer and self-reflection
- Subject specific feedback guidance documents – what fits best

opportunity to monitor progress against agreed targets

We expect all teaching staff to:

Curriculum:

- Hold the highest possible expectations of all young students
- Provide all students with a challenging, broad and balanced curriculum
- Construct, design and implement a sequenced curriculum that establishes the conditions for all students to deepen their knowledge, enquiry and communication to flourish
- Ensure all scheme of work are rigorous, academic and foster high aspirations of all students
- Make sure that the curriculum caters for all students, including SEN/D, disadvantaged and high prior attaining students.
- Use low-stakes assessment, that are built into scheme of work, to allow students to reflect on their learning and make further progress
- Ensure all students have the opportunity to build the skills needed for success at all stages of their education
- Ensure rich, planned opportunities for teaching literacy, including Tier One, Tier Two and Tier Three vocabulary
- Promote students spiritual, moral, cultural, mental and physical development within lessons

Teaching and Learning:

- Uphold all aspects of the Teacher Standards (2012)
- Plan every lesson using 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 taking into account students prior knowledge, attainment and SEN needs
- Plan low stakes assessment opportunities that allow all students to reflect on learning and make further progress
- Where appropriate, to contribute to team planning activities that support the department/faculty
- Construct appropriate seating plans that contribute to effective behaviour for learning
- Allow students time to reflect on learning and make further progress using manageable, meaningful and motivating feedback opportunities
- Ensure all summative assessment is planned in line with sequenced scheme of work and whole school assessment procedures
- 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:

- Build in reliable and valid low stakes, formative, assessment and high stakes, summative assessment, into their scheme of work and individual lessons
- Ensure all assessments used are robust, valid and purposeful, and moderate these assessments as appropriate within HGSS and beyond.
- Use low-stakes assessment to allow students to reflect on their learning, identify and articulate their next steps and make further progress
- Ensure both low stakes/no stakes and high stakes assessment is used to track students' progress and put in place bespoke and meaningful interventions to help students in all year groups progress
- Ensure coursework and controlled assessment is marked in a timely way to enable appropriate interventions are put in place before the final deadline

- Provide students, and their parents, with three pieces of academic assessment data in a year, in line with the school calendar
- Adhere to the guidelines and requirements for report writing and relevant deadline dates for the groups they teach
- Be accountable for the departments attainment in terminal examinations

Feedback:

- Recognise that marking and feedback are not synonymous with each other
- Insist that students produce their best, holding to account those that fail to meet high expectations and aspirations
- Provide feedback using methodologies that are context specific
- 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 knowledge, attainment and SEN 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 or delivery
- Create detailed or exhaustive lesson plans or records of planning
- Visually display learning objectives or outcomes in lessons
- 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 file
- Have seating plans with detailed information about students, targets and attainment
- Have targets and current levels on the front of exercise books and folders
- 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
- Mark to an expected frequency
- Mark work for an audience other than the students they teach

We expect all students to:

- Demonstrate a willingness to learn and value knowledge and improvement
- 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

Monitoring and Evaluation

What will happen:

- The quality of our curriculum (including our curriculum offer), teaching and learning, assessment and feedback of students will be regularly monitored and evaluated using the tools of intelligent accountability:
 - A set of manageable, yet non-negotiable, guidelines are used as a base
 - Middle leaders and subject specialists design a response to the guidelines taking into account the context of their area(s), allowing for autonomy and impact
 - The response should allow for meaningful monitoring and evaluation to occur
 - The response should involve all stakeholders within the context of each area
 - The response must hold all stakeholders to account
- Impact on student learning will be the focus of all monitoring and evaluation and will be monitored by learning walks, book looks and student voice
- The whole school MER process will be formative in its approach to quality assurance.
- 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.
- MER reporting will take place three times a year
- Report to the Governing Body through the Learning and Curriculum Committee with respect to the quality of teaching, learning, assessment and feedback within the school

We will not:

- Grade individual lesson observations, learning walks or book looks

We expect Heads of Department and Faculty to:

- 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, 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)
- Have scheme of work in place, for all year groups, 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 line manager to quality assure standards of teaching, learning and assessment.
- Attend and contribute to regular CPD and meetings for SLT Line Managers and HoD/F 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 (2012) are met through relevant coaching, mentoring or CPD provision
- Ensure all scheme of work and lessons within their area(s) are rigorous, academic and foster high aspirations of all students
- Use assessment data to identify skill gaps within classes and across year groups
- Support and monitor the quality and effectiveness of departmental interventions
- Be accountable for the departments attainment in terminal examinations
- Conduct staff appraisal focusing on both areas for celebration and areas for development

We expect SLT and the Headteacher to:

- 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.
- The Standards Group (HT, DHTs, AHT) will meet at least half termly to identify common standards, impact of whole school CPD and school level priorities, then feedback to SLT and MLs
- 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 and ISP creation.
- Set aspirational targets for all students to ensure that all parties have high aspirations for students
- Analyse whole school data in relation to both aspirational and critical flight paths 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, lesson observations, work reviews, student voice activities and data analysis, and ensure appropriate actions are conducted as a result
- Report to the Governing Body through the Learning and Curriculum Committee with respect to the quality of teaching, learning, assessment and feedback within the school

We expect Governors to:

- Consider the advice of the Headteacher when approving this policy
- Insist 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 participates actively in decision-making about the breadth and balance of the curriculum
- 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

Linked Policy Documents:

- High Attainers and More Able Policy, November 2017
- Pupil Premium Statement, November 2017
- CEIAG Policy, February 2018
- SEN/D Policy, November 2017
- Controlled Assessment Policy, May 2017
- Literacy Policy, November 2017
- Numeracy Policy, February 2016
- Homework Guidance, May 2017

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