



*Aspiration, Innovation, Motivation*

# TEACHING AND LEARNING POLICY

**March 2022**

Next Review Sept 2022



***Our Mission:***

*To ensure every student achieves great outcomes to flourish and be successful*

*To have high expectations of all staff and students*

*To respect those in our community locally, nationally and internationally*

***Our Vision:***

*To be the school of choice and the Learning Hub for the locality*

***Our Values:***

*Our values respect the charter of the UNICEF rights of the Child and our Bourne ID mirrors this.*

*We gained GOLD status as a rights respecting School and are building on this great achievement.*

***Our strap line:***

*Aspiration, Innovation, Motivation*

# Teaching and Learning Policy

*'Every child has the right to an education'* Article 28 - UNCRC

## Learning and Teaching: Why We Exist as a College

### Introduction

**This policy reminds us of the reasons for the existence of the College and the criteria by which we are judged. It is focused on the needs of students. The policy is revised each year to incorporate newly learnt good practice and is reflected in the college's strategic plan.**

The policy is driven by our **Vision Statement**: it is our vision to be an outstanding school and the Learning Hub for the locality.

Our **Mission Statement** is also a driving factor behind this policy:

- To ensure every student develops their potential to flourish and be successful.
- To have high expectations of all staff and students
- To respect those in our community locally, nationally and internationally.

With this in mind, our Teaching and Learning is based on our **three core principles** which have paramount importance to student progress in our College: **Aspiration, Innovation, Motivation.**

### Key Learning Principles

- **Aspiration**: There is no limit to achievement and learning – intelligence can be developed.
- **Innovation**: Our curriculum is based on building up a set of knowledge and skills which are key to the personal development of our students.
- **Motivation**: We have high expectations of our students and we understand that each student must know what to do in order to improve and how to do it.

### Key Teaching Principles

- **Aspiration**: Using questioning effectively to help students aspire to develop their responses. Develop independence in learning through well-designed, supportive lesson activities.
- **Innovation**: Planning for progress using progress bars as a guide for all learning activities. Teach to the top and have high expectations that students will aim for this.
- **Motivation**: Quality and timely intervention and feedback to support students to continually improve their practice. Use differentiated approaches as necessary to scaffold, allowing all students to achieve.

## Our Teaching and Learning Charter

We have designed our Teaching and Learning Charter to ensure that all lessons are have **high expectations and challenge** for our students. We include key principles in every lesson which research has shown can support and accelerate student progress. We believe that all learning time should be used to maximise student progress and teachers should plan lesson time (using a Progress Bar) to ensure this.

<b>Pedagogy Principles for Every Lesson</b> Ensure highly effective learning by:	
<b>Progress Bars and Talking about Learning</b>	Progress Bars should be displayed in all lessons. They are a way of breaking down success criteria into phases which show the learning journey of the lesson. The criteria on the Progress Bar should be based on curriculum skills and knowledge. The key is that students can articulate their learning and where they are in their learning journey. It is helpful if the progress bar is displayed throughout but it needs to be revisited and referenced regularly to check progress.
<b>Daily Review</b>	A recall activity should be planned in every lesson. Metacognitive studies show the more often information is recalled, the more likely it is to become stored in long-term memory. Regular interleaving leads to effective lifelong learning.
<b>Promote independent thought</b>	We use a range of STEM Thinking Skills Strategies to promote independent thought for learning. We encourage students to think explicitly about their learning and the processes they are undertaking in order to learn content or skills. We provide the tools to encourage students to become self-regulated learners.
<b>Teach to the top and Scaffold / Model to Support</b>	Every lesson should challenge students. We aim high and then support them to achieve. We break up learning into chunks & provide structures as necessary to support with each chunk. Modelling should be used to show how an expert approaches tasks and, where appropriate, commentary provided as to the thinking and metacognitive processes involved. Modelling is used to lift the veil on hidden thinking, to demonstrate and break down step-by-step procedures, to provide excellent examples for students to emulate.
<b>Promotion of Literacy</b>	A range of strategies can be used to promote literacy: Reading aloud, Reciprocal Reading, Challenging poor oracy, word maps, modelling terminology, full sentence answers, writing structures and frames.
<b>Assess, Plan, Do, Review</b>	Feedback to students is highly important. This is the way in which they know how far they are making progress in line with success criteria and how this relates to their individualised target grades for the subject. Students should get a balance of written and verbal feedback from all subjects. Our Feedback and Assessment Strategy outlines the expectations for this in further detail. Students are expected to act on the feedback they are given and time is provided for this. As a result of teachers' knowledge of individual needs and AfL, appropriate and effective support and challenge intervention should be designed and implemented, addressing misconceptions where necessary.

**For further information on our Teaching and Learning Charter, please see appendix two.**

## **Supporting Learning**

### **Summative Assessment**

- At three points in the year, teachers are expected to input a Current Grade, a Forecast Grade plus an Attitude to Learning grade to Go4Schools, our online data platform.
- Departments have summative and formative assessment opportunities written into Programmes of Study which contribute evidence for these grades.

### **Home Learning**

- We are a homework school. We regularly set and check homework in line with our policy (see appendix one).
- Home learning is a vitally important way that students can embed or pre-learn the knowledge and skills they are introduced to in lessons.
- Support with homework is available for students who need it. Students should speak with their subject teacher a reasonable time before the homework is due in in order to gain advice on the support available.
- Non-submission of homework will result in negative behaviour points. Likewise, consistent submission of good homework will be rewarded with achievement points.

### **Cross Curricular Learning and Transferable Skills**

- We regularly review our curriculum offer to ensure it is as suitable, challenging and engaging as possible for our students.
- We have a cross-curricular map which is shared amongst departments. This should be utilised when planning in order to maximise on cross-curricular opportunities.
- Transferable skills such as Literacy, Numeracy and ICT should be referred to explicitly across the curriculum and opportunities to encourage students to develop these should be planned into lessons as appropriate.

### **Students with Special Educational Needs (SEN) and the More/Most Able**

- We have high expectations of all of our pupils.
- As detailed in our SEN Policy, All pupils benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all pupils at the level which allows them to make progress with their learning.
- In addition, we implement some focused interventions to target particular needs and skills. The SEN Policy outlines this in further detail.

### **Recognising achievement**

- We believe that when a student achieves well, they should be celebrated and, if appropriate, rewarded.
- We have clear guidelines for student rewards as outlined in our Behaviour for Learning Policy. Teachers should be adding positive points to our SIMS learning platform. As these accumulate, students will receive certificates for reaching certain goals.
- Alongside this, we run Celebration Assemblies and Awards Evenings within the school year.

### **Learning Environment**

- It is everyone's responsibility within our school to maintain a positive learning environment. Staff should set guidelines for, model and insist upon a respectful environment for all and students should uphold this.
- Guidelines for student behaviour for learning are outlined in our Behaviour for Learning Policy. Guidelines for staff behaviour are outlined in our Staff Behaviour Policy.

### **Quality Assurance**

- We carry out regular Quality Assurance checks of standards of Teaching and Learning in line with our Quality Assurance Policy.

### **Continuing Professional Development (CPD)**

- All staff are expected to partake in and contribute to their own CPD. We aspire to provide all staff appropriate and inspiring opportunities for CPD externally and internally.
- Staff are expected to engage in peer observation, feedback and professional conversations as appropriate in order to develop their own practice.

**Reviewed:** January 2022

**Next Review Date:** September 2022

**Person Responsible:** Mrs Alice Hardwick, Deputy Headteacher

## Appendix One: Home Learning Guidelines

At Bourne Community College we recognise the importance of out of class study to consolidate our students' learning and develop their skills as independent learners. All students are expected to participate in out of class learning either at home or in school through after school sessions such as homework club.

### Key Stage Three Homework

**It is not the expectation that staff will mark every piece of homework. Feedback may be given in the form of self-assessment, peer-assessment or feedback from an online platform.**

Subjects will set one or a combination of the following:

- Specific weekly/fortnightly tasks – designed to consolidate the current learning and sometimes using an online learning platform.
- Integrated Learning Tasks – Half Termly projects designed to consolidate learning in the subject and encourage independent learning

### Key Stage Four Homework

Subjects will set one or a combination of the following:

- Subject specific homework activities designed to consolidate the current learning.
- Continuation of tasks linked to subject specific coursework or assignments.
- Revision for forthcoming tests in preparation for formal examinations.

### Setting of homework

Students should plan their own homework workload with guidance from school staff. All homework tasks will be recorded on **Go4Schools** and it is the responsibility of the students to check this to ensure they meet deadlines. From here students may be directed to other platforms e.g. Google classroom, MyMaths, Quizlet, Seneca etc.

### Non-submission of homework

Non-submission of homework to be recorded on SIMS as **Level 3 consequence – Not meeting homework expectations** (5 behaviour points). A weekly report will be run to identify which students have not completed homework from several curriculum areas. These students will be notified to attend the Home Learning Support Club after school on Tuesday from 2.30-3.30pm.

### Homework Rewards

Every half-term, students that have not received a Level 3 consequence - not meeting homework expectations will be automatically rewarded with positive points. Individual staff may also record positive points for exceptional pieces of homework.

The following is a **guideline** for the amount of time students should be spending on each subject:

<b>Curriculum Area</b>	<b>KS3</b>	<b>KS4</b>
English	30 minutes per week + 2 hours of AR reading (in & out of school).	1 hour per week.
Maths	30-45 minutes per week.	1 hour per week.
Science	30 minutes per week.	1 hour per week.
Geography	30 minutes per fortnight.	1 hour per week.
History	30 minutes per fortnight.	1 hour per week.
Religious Education	30 minutes per fortnight.	1 hour per fortnight.
Technology	30 minutes per week	1 hour per week.
Art		1 hour 30 minutes per week.
Physical Education		30 minutes to 1 hour per week.
ICT	30 minutes per fortnight	1 hour per fortnight
Modern Foreign Languages	30 minutes per fortnight.	1 hour per week
Music	One per half-term.	1 hour per week.
PSHE	3 x 30 minutes per half term.	
Business Studies		1 hour per fortnight
Computing		1 hour per week
Drama		30 mins to 1 hour a fortnight. This is also dependent on upcoming rehearsals/performance exams which will require 1 hour at least a week extra rehearsal.
Child Development		1 hour per fortnight
Engineering		1 hour per fortnight

## Appendix Two- High Expectations and Challenge: Our Teaching and Learning Charter

 <b>Teaching and Learning Charter</b>		<b>Behaviour</b> Ensure positive behaviour for learning by:	
<b>Entry and Exit Protocols</b> Ensure a calm and purposeful start to each lesson by:		<b>Model respectful relationships and language</b>	Model the attributes of our Bourne Identity: Accepting, Achieving, Polite, Participating, Genuine, Protective, Supportive.
<b>Meet and Greet</b>	Ensure high standards of behaviour and safety on the corridors and on entry into lessons. Promotes a positive and welcoming start for all students.	<b>De-escalate</b>	Remain calm and reiterate expectations. Ensure guidelines on student plans are followed where applicable. Model positive language and explain steps to individuals.
<b>Engagement activity</b>	Engages students in a meaningful activity straight away, sets the high expectations for the lesson and gets them thinking.	<b>Warn, Move, Remove, Record</b>	Use the school's behaviour policy and ensure each step is made clear to the student, with reasons why. Ensure all incidents are recorded on SIMS. Notify LT immediately of any high-level incidents.
<b>Register</b>	Take the register within the first five minutes and inform the relevant Student Manager of any unexplained absence.	<b>Homework</b>	Homework should be set in line with the Curriculum Area's policy. All homework should be signposted from Go4Schools and should support the in-class learning.
<b>Formal exit</b>	Students do not leave until the teacher is satisfied that the environment is ready for another class. Students await dismissal by their teacher. 5 AIM high points should be awarded every lesson to every student who has engaged with learning.	<b>Promote responsibility for learning</b>	Encourage students to demonstrate positive Habits of Mind and thinking skills; reference these in lessons and curriculum planning and engage in conversations about these where appropriate.
<b>Pedagogy Principles for Every Lesson</b> Ensure highly effective learning by:			
<b>Progress Bars and Talking about Learning</b>	The key is that students can articulate their learning and where they are in their learning journey. It is helpful if the progress bar is displayed throughout but it needs to be revisited and referenced regularly to check progress.		
<b>Daily Review</b>	A recall activity should be planned in every lesson. Metacognitive studies show the more often information is recalled, the more likely it is to become stored in long-term memory. Regular interleaving leads to effective lifelong learning.		
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<b>Teach to the top and Scaffold/Model to Support</b>	Every lesson should challenge students. Aim high and then support them to achieve. Break up learning into chunks & provide structures as necessary to support with each chunk. Modelling should be used to show how an expert approaches tasks and, where appropriate, commentary provided as to the thinking and metacognitive processes involved. Modelling is used to lift the veil on hidden thinking, to demonstrate and break down step-by-step procedures, to provide excellent examples for students to emulate		
<b>Promotion of Literacy</b>	A range of strategies can be used to promote literacy: Reading aloud, Reciprocal Reading, Challenging poor oracy, word maps, modelling terminology, full sentence answers, writing structures and frames.		
<b>Assess, Plan, Do, Review</b>	As a result of knowledge of individual needs and AfL, appropriate and effective support and challenge intervention should be designed and implemented, addressing misconceptions where necessary.		

## Principles for Every Lesson

At Bourne, we believe that every lesson counts. Our principles are a set of 'must haves' for each lesson to ensure our students' learning is as effective as possible.

### Daily Review

Recall of previously learnt knowledge and skills strengthens our students' long-term memory. In order to truly learn something, we need to connect it to existing knowledge. The more students practise recalling their learning, the stronger the interconnections become.



### Progress Bars and Talking about Learning

Progress bars outline the learning journey that students will undertake in each lesson. They are helpful for teachers to plan activities which appropriately support what they intend for students to learn. They are helpful for students to understand what they are learning by doing each activity and how each stage interconnects.

### Assess, Plan, Do, Review

You need to know the individuals in your classroom and the support or challenge they require in order to achieve their potential and beyond. This should be planned for in each lesson.

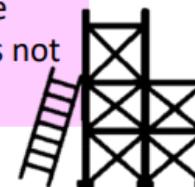


### Promote Independent Thought

A balance of low-order and high-order questioning can be used to easily promote thinking. Questions can range from checking knowledge recall and comprehension through to analysis and evaluation. STEM Thinking Skills Strategies are easily adapted to all subjects.

### Teach to the Top and Scaffold / Model to Support

We need to show our students what high aspiration and expertise looks like. Students will learn more when they receive step-by-step guidance from someone with more skills in the subject they're learning than they would if they were tackling it on their own. New information needs to be presented in small chunks so that the working memory is not overloaded.

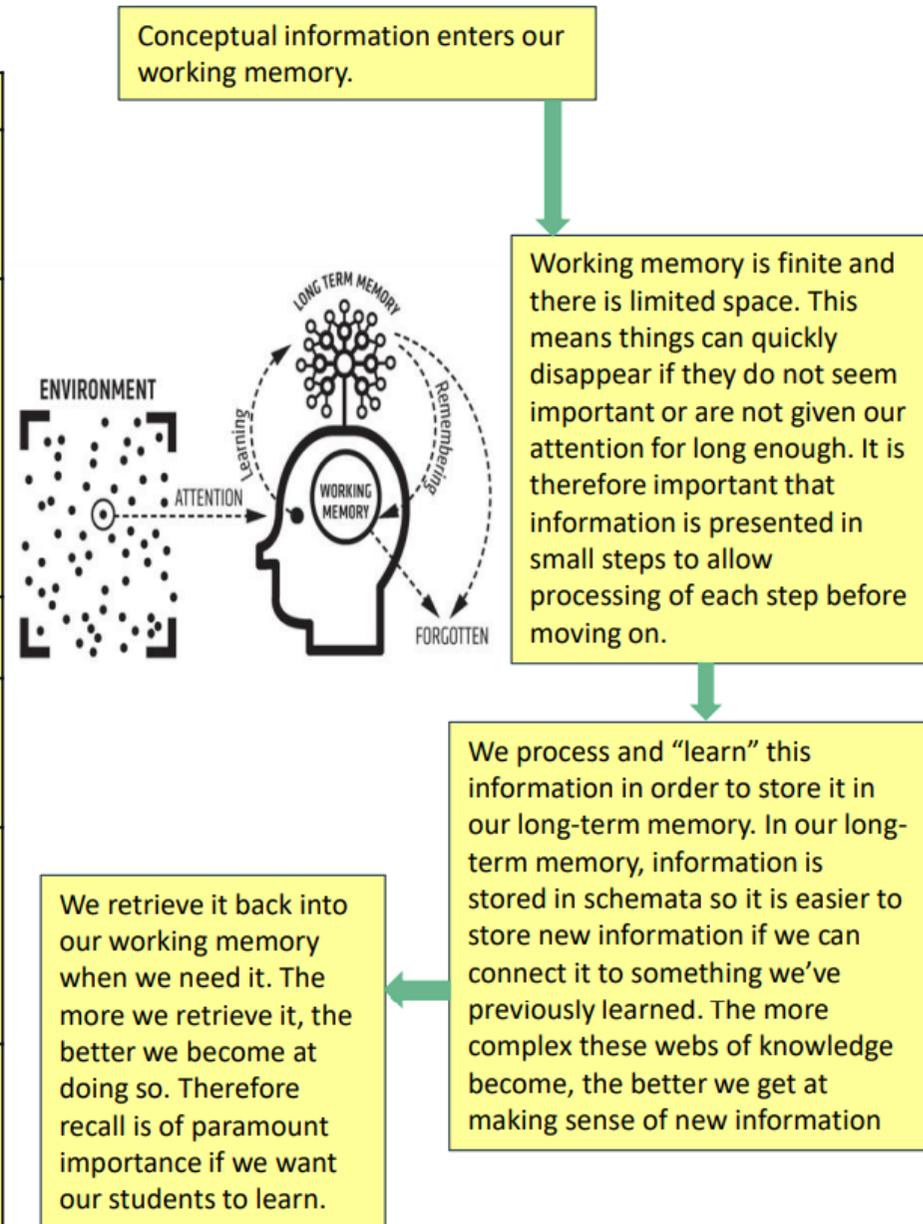


### Promotion of Literacy

Literacy is a stepping stone to allowing access to the curriculum. There are strong links between literacy and academic attainment; it is everyone's responsibility to promote and teach literacy, in particular disciplinary literacy for our subjects. We have a number of strategies which staff can use to support our students.

## Daily Review- Metacognition

Daily Review and Starters	
<b>Low-stakes quizzes</b>	These can be done simply by giving a list of short-answer questions. Challenge students and build their literacy skills by asking them to write their answers in full sentences.
<b>Vocabulary-focussed tasks</b>	Give them a list of vocabulary to define. A word of caution: if last lesson you taught them the meaning of a word and in today's review you're asking them to put it into a sentence, you may experience little success. This is because putting the word into a sentence requires different skills which you may not have taught yet. Don't ask them to deal with anything new in the review stage of your lesson or their working memory may become overloaded.
<b>Brain dump!</b>	Ask them to write down everything they can remember on a topic you learnt last lesson.
<b>Challenge grid</b>	Create a grid of questions on a variety of topics you have taught in the last year/stage. The questions all link to prior learning but the ones worth the most points are about topics that you taught the furthest ago.
<b>Five-a-day quizzes</b>	Five questions based on topics you have studied. This can be used as either a daily review task where all the questions would be based around what you learned last lesson or a more long-term review activity whereby each question might relate to a different topic you have studied over the year/stage.
<b>Retrieval clock</b>	This is a more long-term reviewing tool after you have taught information on a few inter-connected topics. Give them a sheet divided into segments, like on a clock, each segment of the clock has a different topic and they have a few minutes per topic to write down everything they can remember.



## Progress Bars and Talking about Learning

**Rationale:** Students need to know the context of the activities they are doing in terms of their learning and progress in order to help them maintain and transfer skills.

Progress Bars	
Are...	Are not...
Used to clearly show success/assessment criteria and the purpose of lessons and activities.	About artificially showing progress in 20 mins (!)
Acceptable to be used over a series of lessons.	A list of activities for students to do.
Not of a fixed format.	All, Most, Some.
Not graded.	Useful unless they are visible to students, referenced, explained and expanded.
Able to focus on developing a process.	
About providing challenge and teaching to the top.	

### English

I am able to track and visualise what is going on in a fictional text extract.

I am able to track narrative shifts in focus and form general impressions of character and setting.

I am able to infer meaning from an extract and give reasons why an author might shift narrative focus.

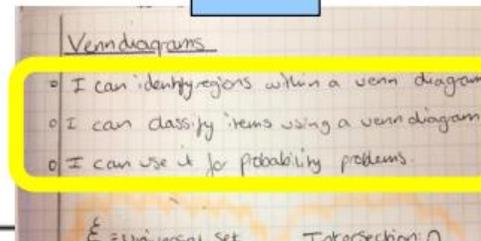
### Science

I can explain how atmospheric pressure changes with height

I can describe how atmospheric pressure changes with height

I will be able to describe the factors that affect gas pressure

### Maths



Explain why different styles of maps are needed / useful in different situations

### Food Tech

✓ To understand how steam makes products rise

✓ To embed learning about steam as a raising agent by making choux pastry

✓ To learn how steam can act as a raising agent

✓ To recap how gases help mixtures rise

### Geography

Describe a variety of maps and their main features

Name at least 2 types of map

Progress bars are the first step to students understanding what they are learning. Teachers will need to explain the relevance and the context of what they are learning through the AIM questions.

### Aspiration

What Am I Learning?

### Innovation

Why am I learning this?

### Motivation

Can I Make a link?

Questioning Techniques	
Cold Call	No hands up or calling out. Ask everyone <b>then</b> select who answers (targeted). Remember wait time: at least 5 seconds!
No Opt Out	If students get an answer wrong or don't know, go back to them to check that they now know the answer.
Check for Understanding	Ask a selection of students to relay back what they have understood about the question under discussion.
Probing Questioning	Make each question and answer exchange a mini dialogue, probing to explore students' understanding.
Think, Pair, Share	Allocate talk partners, set a question with a time limit, ask students to think, then discuss, then report back.
Say it Again Better	Accept students' first half-formed responses but then help them to reframe a better, more complete response.
Whole Class Response	Use techniques like mini whiteboards or ABCD fingers to provide simultaneous responses from a whole class.

1 Knowledge Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
	Who _____? What _____? Where _____? When _____?		How _____? Describe _____? What is _____?	
2 Comprehension Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
	Re-tell _____ in your own words. What is the main idea of _____?		What differences exist between _____? Can you write a brief outline?	
3 Application Use of facts, rules, and principles	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?		Do you know of another instance where _____? Could this have happened in _____?	
4 Analysis Separating a whole into component parts	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/webmap _____.		How does _____ compare/contrast with _____? What evidence can you present for _____?	
5 Synthesis Combining ideas to form a new whole	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?		What solutions would you suggest for _____? What might happen if you combined _____ with _____?	
6 Evaluation Developing opinions, judgements, or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. What do you think about _____? What is most important?		Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	

## THE 6 TYPES OF SOCRATIC QUESTIONS



Socratic questions can be used in influencing, leading and coaching to stimulate critical thinking.



### CLARIFYING THINKING & UNDERSTANDING

Can you give me an example?  
Could you explain further?  
Are you saying ...?  
What is the problem you are trying to solve?



### CHALLENGING ASSUMPTIONS

Is that always the case?  
Are you assuming ...?  
How could you verify or disprove that?  
What would happen if ...?



### EXAMINING EVIDENCE & RATIONALE

Why do you say that?  
How do you know?  
Why?  
What evidence is there that supports ...?



### CONSIDERING ALTERNATIVE PERSPECTIVES

Are there any alternatives?  
What is the other side of the argument?  
What makes your viewpoint better?  
Who would be affected and what would they think?



### CONSIDERING IMPLICATIONS & CONSEQUENCES

What are the implications/consequences of ...?  
How does that affect ...?  
What if you are wrong?  
What does our experience tell us will happen?

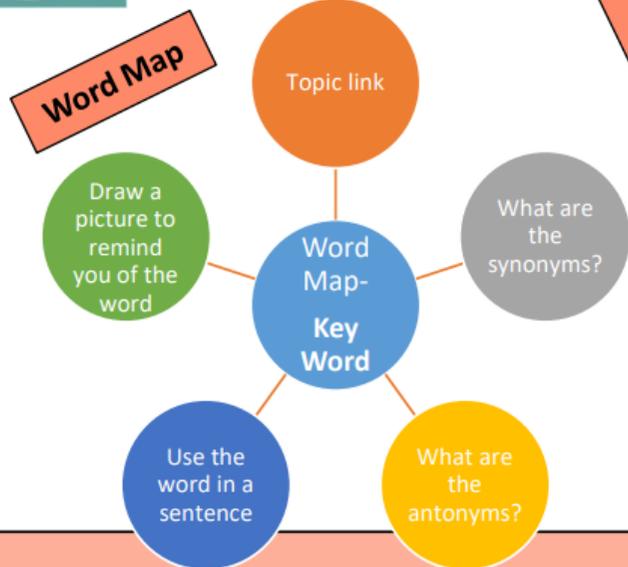


### META QUESTIONS

Why do you think I asked that question?  
What does ... mean?  
What is the point of the question?  
What else might I ask?

Ask a large number of questions and check the responses of all students: Questions help students practice new information and connect new material to their prior learning.' (Rosenshine)

Scaffolding and Modelling						
I do, We do, You do, You do	The I-stage involves the teacher demonstrating to the class how to perform a task or procedure. This could be a 'live-model' – when the teacher demonstrates and talks their students through a new procedure. In the We-stage, teachers and students collaborate on a second example, usually through questioning and dialogue. The You-stage involves independent practice. This might be a partially completed problem or task – perhaps they are given sentence starters or some of the steps are already done for them. Another approach is to ensure that the original model or worked example remains visible. At this stage, the teacher might be quietly intervening with students who need extra support; moving towards withdrawing some level of support, rather than removing altogether. Eventually, the students will independently practice with targeted support provided as necessary.					
Structure Strips	Used to support students with extended pieces of writing on a specific topic. They can be added as additional support on top of a writing structure, guiding students through the structure but making it specific to the task you've set.					
Modelled examples	Use high level responses to challenge students. Use comparative modelling - de-constructing or comparing expert or worked examples. Remember that modelling sets a benchmark for excellence; it is all about providing a target for students to aspire to. As a rule, don't model what not to do – it can be confusing, especially for students with processing or attention challenges.					
<p><b>Plan on remodelling again. And again. And again...</b></p> <p>No matter how well we model something, many students will need a reminder sometime soon. We need to be ready to remodel, perhaps in an abbreviated session, in the next few days/weeks/months ... to make sure everyone remembers what to do!</p>						
<table border="1"> <tr> <td style="background-color: #d1c4e9;">Dependence Teacher explains and models new content. Students are predominantly listening, watching and taking notes</td> <td style="background-color: #d1c4e9;">Heavy guidance Teacher leads practice through questioning, discussion and supports. Cognitive work is shared with the teacher.</td> <td style="background-color: #d1c4e9;">Light guidance Students are doing cognitive work on their own with regular teacher feedback and fewer supports.</td> <td style="background-color: #d1c4e9;">Independence Students work with and apply new knowledge for an extended period of time without the teacher's support. All cognitive work has now been passed to the student.</td> <td style="background-color: #d1c4e9;">Autonomy Students fluently manipulate knowledge and skills independently by applying them to new contexts.</td> </tr> </table>	Dependence Teacher explains and models new content. Students are predominantly listening, watching and taking notes	Heavy guidance Teacher leads practice through questioning, discussion and supports. Cognitive work is shared with the teacher.	Light guidance Students are doing cognitive work on their own with regular teacher feedback and fewer supports.	Independence Students work with and apply new knowledge for an extended period of time without the teacher's support. All cognitive work has now been passed to the student.	Autonomy Students fluently manipulate knowledge and skills independently by applying them to new contexts.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Structure Strips</b></p> <p>Hand has a ... to the ... B.O.G. Underline Greece Globalisation - Movement</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Pre-prepared models- dissected with students</b></p> <p><i>At the start of the extract our attention is focused on what Rachel can see around her and how she feels about it. This introduces us to the character and her daily routine on the train: "I catch sight of these discarded scraps, a dirty T-shirt or a lonesome shoe, and all I can think of is the other shoe, and the feet that fitted into them." The way the extract starts is interesting because we learn the character has an "overactive imagination" and we can see that she is already becoming intrigued by other people and their lives. The train journey helps us understand more of her character – she seems a bit fixated about detail. We also assume she is the protagonist since she is providing the first person narration.</i></p> <p>• Focus • Why • Quotation • Effect • Subject</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Paragraph 1: Sentence - what is Globalisation and your opinion on it if it contributed to the river turning black? P: What has China done to encourage globalisation E: Evidence of globalisation - the CAUSES with figures E: Explain the EFFECTS</p> <p>Paragraph 2: P: Why are factories locating in China? E: Evidence of why - the CAUSES with figures E: Explain the EFFECTS Final sentence - is Apple responsible for turning the river black and why?</p> <p>Globalisation has contributed a lot to the the China decided to it was a trade with Huge factories have built 25 years because of the and modern slavery. The Smartphones and tablet or harmful chemical have risen significantly</p> <p>Factories are being built don't lose any of the rules are very limited in rivers. This allows iPhone got £150 and 20 rivers are polluted corrupted by the Chinese</p> <p>I believe that Apple well as other need to exploit the rules!</p> </div>
Dependence Teacher explains and models new content. Students are predominantly listening, watching and taking notes	Heavy guidance Teacher leads practice through questioning, discussion and supports. Cognitive work is shared with the teacher.	Light guidance Students are doing cognitive work on their own with regular teacher feedback and fewer supports.	Independence Students work with and apply new knowledge for an extended period of time without the teacher's support. All cognitive work has now been passed to the student.	Autonomy Students fluently manipulate knowledge and skills independently by applying them to new contexts.		
<p style="text-align: center;">Practice continuum</p> <p style="text-align: center;">(Making Every Lesson Count)</p>						



**Writing Structure**

**B**

Box

command words

**U**

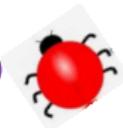
Underline

key words

**G**

Glance at the marks

**S**



Scribble mini rough plan

<b>Predict</b> What do you think this text is going to be about? Why?
<b>Clarify</b> Clarify important vocab before reading the text or as they read.
<b>Question</b> Ask rigorous & relevant questions in order to scaffold students doing the same.
<b>Summarise</b> What is implied? Summarise key ideas, rephrase, connect to prior knowledge.

**Reciprocal Reading**

**Strategies to Support Literacy**

Reading	Reciprocal reading	This is a simple guided reading strategy which takes very little planning. It supports students' comprehension of any piece of text they read. It is done in the form of a dialogue with the following structure: Predict, Clarify, Question, Summarise.
	Read rich texts	Create opportunities to add rich texts into your teaching to support learning. Read these aloud with students, modelling how an expert in the subject reads subject specific texts and reads for a range of purposes.
Vocabulary	Explicit Vocabulary Instruction	Model and explain how to use the vocabulary in sentences; use the vocabulary to talk about concrete examples that students will already know; use dual coding; ensure frequent exposure and use to accumulate the vocabulary knowledge over time.
	Word maps	These are a whole-school approach to teaching terminology, particularly tier two/three. They allow for dual coding, and give students a deeper understanding of the terminology beyond the definition.
	Modelling disciplinary literacy	Make regular use of key terminology and explain how and why you have used it. When modelling higher-level vocabulary, pause to check understanding of the terminology in the context in which you have used it.
Oracy	Challenge poor oracy	When students contribute to discussion, ask them to rephrase contributions which are poorly articulated. If they struggle, model it to the class or ask another student to rephrase. Ask them to think of alternative words or rephrase using a specific word/term.
	Full sentence answers	Insist that students use full sentences when answering questions and use questioning to support them in adding the required detail.
Writing	Writing structures and frames	Students need explicit teaching of how to write as an expert in your subject. BUGS is our whole-school approach to extended writing but each department has developed their own support framework for writing extended responses.

Strategies to Support a Diagnostic Approach

PLCs	PiXL produce lots of these. They can be used to support self/peer assessment, or as a quick way of visually reviewing your students' progress in a topic.
Whole-class Feedback sheets	Easily used to review your whole-class and ensure you meet individual needs after an assessment
Read the one-page profiles	Ensure you have planned for the needs outlined in these which are produced by the SEN team.

DNA replication					
Recognise that the semi-conservative replication of DNA ensures genetic continuity between generations of cells					
Describe the process of semi-conservative replication of DNA in terms of:					
• unwinding of the double helix					
• breakage of hydrogen bonds between complementary bases in the polynucleotide strands					

**Whole Class Feedback Sheet**

Class: \_\_\_\_\_ Date: \_\_\_\_\_

- 1 Clearly What Good Performance is To Groups Using Feed Up**  
Comparison of the actual status with the target status
- 2 Target Groups For High Quality Feed Back**  
Comparison of the actual status with a previous status
- 3 Explain Feed Forward Action To Groups**  
Explanation of the target status based on the actual status
- 4 Specific Literacy/Numeracy**  
Missed Opportunities
- 5 Feedback Loop**  
Using in-class data to improve teaching

#TeacherToolKit

pairing				
ides				
on				

Developmental Marking

DP should be clearly marked by the teacher in RED pen. (This stands for developmental point)



A minimum of one clear actionable developmental point should be given to the students linked to the learning taking place in the lesson. This should also be done in RED pen.

Students to develop their work in GREEN pen. This can be done in class or as homework. The students should feedback immediately after the feedback has been given.

Handwritten student work with a red circle around a 'DP' and a 'STUDENT RESPONSE' box.

**DP** Add more to your conclusion. What other evidence data could you add to support your points?

**STUDENT RESPONSE:**  
I will add more information to the conclusion and I will add more information from the strong policy documents. The teacher and some very good. ESH is you guided your conclusion.

Curriculum areas have adapted different approaches to this to ensure it is meaningful, manageable and motivating in all subjects.

Development Point	Post Assessment Task
DP1 Improve your spelling, punctuation and grammar (SPaG)	Re-write a paragraph below with my corrections amended to your SPaG
DP2 Add more detail	Write about another cause of the river turning black and the effect it has had <b>Sentence starter:</b> Another cause of the river turning black is...
DP3 Refer to social and environmental	Re-write a paragraph referring to the effects as either social (people) or environmental (environment / nature)
DP4 PEE	Re-write a paragraph making sure to make a Point, give Evidence with facts/figures (data) to support your point along with Explain how this suggests your point is right. <b>Sentence starters:</b> P: I think that ... E: This is shown by ... Ex: This is important because...
DP5 Add a concluding sentence	Write a final sentence answering the question: Is Apple responsible for the River turning black or is it globalisation? <b>Sentence starter:</b> Overall, Apple is/is not responsible because...

Handwritten student work on biology notes:

The chart also shows the rate the rate increases faster than the rate of the person.

Aerobic respiration uses oxygen along with glucose to make carbon dioxide, water, and energy; anaerobic respiration doesn't use oxygen and produces lactic acid.

What is the product of anaerobic respiration that makes it so useful in fermentation?

Anaerobic respiration in plants produces ethanol, used during fermentation to produce alcoholic drinks, and can be used to rise cakes, breads, etc during baking.

Handwritten student work on a geography task:

**Tongxin River**

ones are being built in China so trans-national corporations don't see as much money as they would. This leads to social issues and a lack of quality of life for the people. This is a very limited thing as it allows them to dump waste in rivers. This leads to water pollution to produce an income for them. And sell it for 5000. A recent poll 75% of rivers are polluted which is a big issue as it can lead to illness and is bad for the environment.

**AD6 Basic Therapy Unit 2**

Vocabulary

Use a thesaurus to find alternative adjectives that you could use to replace the words in bold. Select your three favourites for each word and write them in to the table.

Original Word	Replacement 1	Replacement 2	Replacement 3
Big	gigantic	massive	enormous
Small	tiny	diminutive	minuscule
Happy	delighted	gladly	delighted
Unhappy	depressed	dejected	dejected
Beautiful	stunning	marvellous	stunning

Add adjectives to the following sentences.

- The storm raged outside ... The enormous, dark and angry clouds ...
- The building crumbled to the ground ... The gigantic, shabby, crumbling ...
- The dog barked at the postman ... The dog barked at the ...
- Surprisingly, nobody was hurt in the accident ...
- After a day at school, he went to the shop to buy ice-cream ...

Handwritten student work on a writing task:

Holly, this is a very detailed and descriptive piece - well done. You have created a very strong image through the use of negative language.

dp Complete the vocabulary task and then choose three of your words to change.

Can you find a word to describe the building? The building was very old and the windows were very small. The roof was made of wood and the walls were made of brick. The building was very old and the windows were very small. The roof was made of wood and the walls were made of brick.