Malmesbury School

TEACHING & LEARNING POLICY

Our Learning and Teaching Policy is the most important of all our school policies. It reflects the importance placed by the school on learning, teaching and achievement.

Key Learning Principles

- Every student has the right to be successful and the ability to achieve.
- There is no known ceiling to individual achievement: intelligence can be developed.
- Each student must know what to do and how to do it in order to improve.
- High expectations are crucial in ensuring high levels of achievement.
- A consistent, engaging and high quality learning experience is each student's fundamental right.
- The school's job is to facilitate and encourage learning.
- The Every Child Matters (ECM) agenda underpins all teaching and learning in the school.

The Learning and Teaching Policy sets out clear expectations and entitlements which need to be interpreted and implemented in faculties through ongoing debate.

1. Learning & Teaching

1.1 Students should be taught explicitly how to learn and how to reflect and improve on their learning in order to become independent learners and develop skills for life-long learning. This can happen through activities such as:
- discussions with teachers or other students about learning
- explanation of topic/task e.g. by teacher, between students, by students to whole group and students to the teacher
- giving reading and thinking time
- scaffolding (writing frames, sentence starters)
- modelling (sharing students' work, working through examples, guided writing, sharing planning and demonstrations)
- developing effective learning and study skills (e.g. revision techniques, recording notes, summarising)
- sharing of good practice (i.e. student to student, student to teacher and teacher to student)
- formative feedback (oral and written).
- continual target setting on how to improve by the teacher and/or student
- regular reviews of progress toward set targets
- skilful use of questioning (see appendices A, B and C)

Lessons

1.2 Every teacher is responsible for promoting literacy, numeracy, citizenship, life skills and ICT to enhance learning and teaching

1.3 Clearly structured lessons promote learning.

1.4 If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing learning goals and success criteria allows students to engage with the process of learning and should be reviewed regularly throughout the lesson.

1.5 Teachers must make the lesson's learning goals and success criteria explicit to all students.

1.6 Longer term objectives across a topic, unit or series of lessons should be made clear and reviewed. Methods of doing this include:

- learning logs
- concept tick sheets (what I know; what I have learned)
- debates
- ongoing mind maps
- topic overview

1.7   Lessons must have a clear start. This could involve the use of starter activities, (see Appendix A and B for subject related examples of starter activities), brainstorms or demonstrations or a review/recap of previous learning.

1.8   Lessons must have a clear finish which will usually include a review of learning goals but may also include quick fire questioning to correct misapprehensions and/or a preview of the next lesson.

1.9   Longer term objectives can also be reviewed in the final section of the lesson making reference to final assessment outcomes.

1.10   Activities should be varied, purposeful and appropriate to meet the needs of all students.

Homework

1.11   Learning takes place inside and outside the classroom. To support students, homework must be planned, differentiated, meaningful, clear and set regularly. For further information on homework, see the school's homework policy.

1.12   The setting and recording of homework may usefully take place in the first part of the lesson and could be revisited or fully explained at an appropriate time in the lesson if necessary. Setting homework at the very end of the lesson could discriminate against students with learning difficulties

Differentiation

1.13   Students learn in different ways. Recognising this and planning for it provides stimulus and is inclusive. Differentiation can be by:
- outcome
- task
- question
- developing and adapting resources to both support and extend students taking into account all students' needs
- use of student groupings

2.   Challenge

2.1   The school has high expectations of all its students. High expectations must be supported by actions to ensure they are met.

2.2   Appropriate levels of challenge must be planned for students of all ability levels.

2.3   Student achievement must be celebrated. This can be done in a number of ways. These are listed in the school's behaviour policy. Amongst rewards available are:
- house points
- individual praise
- public display of work
- letters home to parents

2.4   Regular faculty discussions must focus on achievement and result in actions that promote high achievement and challenge underachievement.

2.5 Teachers must familiarise themselves with relevant data as it becomes available and use it to inform the setting of expectations, monitoring and recording of progress.

2.6 Teachers must be aware of other factors such as SEN, ethnicity, culture, disadvantage, social and emotional influences that may affect learning of students in their groups and, bearing these in mind, plan for appropriate and challenging learning for all students.

2.7 Teachers must address barriers to learning such as disruptive behaviour, passive behaviour, a lack of confidence or poor organisational skills which may prevent students from achieving.

2.8 Underachievement must be challenged. We must be alert to the possibility that any student might underachieve. Identifying and challenging underachievement is the responsibility of all teachers.

2.9 To combat underachievement, subject teachers must:
- give regular, short term, achievable, meaningful targets and learning goals, for example, a short and long term target sheet (see appendix G & H).
- talk to underachieving students about their learning in order to establish reasons for the situation, to set negotiated targets and to recognise progress.
- use appropriate rewards when individual achievement or behaviour is realised or improved (for full list, see Behaviour Policy).
- use appropriate sanctions when work or behaviour fails to meet an acceptable standard (for full list, see Behaviour Policy).
- inform the student's tutor, Academic Leader and parents if students repeatedly fail to respond to sanctions.
- discuss with the ALs, SCLs and parents any further strategies to be used to engage the student in learning.
- implement the relevant strategies agreed with ALs, SCLs and parents.

Responsibilities for Challenge

2.10.1 Senior Curriculum Leaders must:
- ensure schemes of work and assessment tasks are appropriate, rigorous and sufficiently challenging and are reviewed and amended as appropriate.
- support faculty members in ensuring that lessons taught provide challenge to all students.
- ensure that teachers in the faculty have high expectations of all their students and that they set each student appropriately challenging targets.
- regularly lead the faculty in moderating the grading of work against national expectations.
- ensure that faculty and school rewards are used appropriately for students who exceed expectations.
- monitor and track the progress of individuals and groups of students against relevant data.
- ensure that an agreed faculty intervention programme is available and used to challenge underachievement.

2.10.2 **Academic Leaders must**:
- use a variety of sources of information to have an overview of achievement levels within their year group.
- use appropriate ways to celebrate high achievement of students.
- liaise with students, staff and parents regarding actions to tackle underachievement.
- arrange appropriate intervention to support underachieving students.

2.10.3 **Teachers must**:
- access records provided by Academic Leaders and Senior Curriculum Leaders (SCLs) in SIMS. These give information about individual student base line achievement, strengths and weaknesses.
- pass on information on assessment, achievement and attainment from subject teachers to SCLs and Academic Leaders (ALs) via the school recording system.
- use assessment data in preparing and delivering challenging lessons.
- set each student appropriately challenging targets.
- ensure a purposeful learning environment is maintained.
- ensure punctuality from themselves and their students.
- take an electronic register for every lesson. If this is not possible a paper register must be sent to student services as soon as possible.
- if a student is absent from a lesson having attended the previous lesson, send an e-mail to student services as soon as possible.
- ensure that students maintain appropriate standards of uniform and behaviour throughout the school.
- Must have a pedagogical seating plan for each class which should be continually reviewed.
- take responsibility for managing and maintaining a purposeful learning environment in the classroom and the school.
- use faculty and school systems to identify and reward students who exceed expectations.
- use faculty and school systems to identify and tackle underachievement.

3. Assessment

3.1   Assessment must be formative and used to inform teaching and learning.

3.2   Assessment must be used to monitor the progress of learners.

3.3   The effective assessment and marking of work and feedback to students are fundamental to successful learning and teaching.

3.4   Assessment for Learning strategies must be used to encourage all students to 'learn to learn' and become independent learners. For details of self and peer assessment see Appendix F.

3.5   Students must be told of the assessment criteria for both class work and homework before beginning the task.

3.6   All class-work or homework that is formally assessed must receive feedback comments, usually in writing. When formative feedback is given verbally by the teacher, it may be possible for it to be recorded by students in an appropriate way.

3.7   An important aim of formative assessment is to give students clear guidance about how to improve their work.

3.8   A formative comment should:
- be concise and accessible for students
- highlight achievement and indicate how improvement can be achieved.
- encourage and support the individual needs of students in a constructive way.
- encourage students to take ownership of their learning.

3.9 Opportunities must be given for students to act upon assessment feedback. This could be done through class or homework, e.g.
- a starter or a plenary activity
- students set their own targets, by themselves, or with the help of peers/teacher
- teacher discussion with the student
- a peer assessment activity
- peer teaching
- re-drafting pieces of work
- guidelines on how to approach a particular question

3.10 At the beginning of key stage 4/examination courses, each student must be given a challenging target grade for every subject, related to baseline data and the teacher's professional judgement.

3.11 It is essential that staff keep records for all assessed class work and homework according to school and faculty policy as this will allow individual progress to be monitored.

3.12 At KS4 and 5 grades should be awarded according to examination board criteria: 9-1 at GCSE and A*-E at A2 level.

3.13 Grades must be collated and recorded centrally following any necessary faculty/subject moderation.

3.14 Feedback from assessed tasks must give clear guidance to the student about how to achieve at the next level.

4.   Inclusion

4.1 Every Student at our school has the right to receive the highest quality education. It is our collective responsibility to ensure that all educational needs are met.
- every student is entitled to a positive, meaningful learning experience.
- all staff have a responsibility to meet the educational needs of all students.
- baseline data and SEN information must be recorded and used by teachers to inform and enhance learning and teaching.

4.2 Ensuring inclusion involves:
- setting and explaining suitable differentiated learning challenges.
- responding to students' diverse learning needs.
- working to overcome potential barriers to learning.
- setting parameters that ensure students feel safe and valued in the school.

4.3 Different groups of students have specific needs which the school supports in a number of ways.

4.3.1 Special Education Needs (SEN)
- Information, such as Learning Profiles are linked to individual students' names on the SEND Provision Map. Teachers are responsible for making themselves aware of this information and ensuring students are given support in working towards their targets.
- Information regarding these students is required on a regular basis, from all subject teachers, for the students' reviews. It must be returned promptly when requested.
- The Learning Support Faculty will support all teaching and support staff in meeting the special educational needs of students. This will include providing information or guidance on appropriate teaching strategies and the adaptation and provision of teaching resources.

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4.3.2 **Disadvantaged students (Pupil Premium)**
- Students from disadvantaged backgrounds may have made less progress than their peers and should therefore have particularly challenging targets. Such targets should be supported by an accelerated learning programme
- Accelerated learning can be achieved by ensuring disadvantaged students are central to the lesson, through careful choice of seating position, regular questioning and maximising opportunities for active participation
- Priority should be given to disadvantaged students in marking work and providing feedback

4.4 **Teaching Assistants (TAs)**
- The Learning Support faculty will assign TAs, taking into account the best use of resources, to support teaching staff in meeting the learning needs of students.
- TAs will work with teachers within the classroom.
- It is the responsibility of the teacher to provide appropriate guidance to the TA on their role within the classroom. The teacher is responsible for the planning of work in liaison with the appropriate TA where appropriate.
- There should be regular communication between teachers and TAs about how teaching can be structured to support students. TAs will often have in-depth knowledge of the student being supported
- For more information on working with TAs see Appendix I

5. Celebrating Achievement

5.1 Students' learning, personal development and achievement is supported and celebrated in a number of different ways across the school.

5.2 The celebration of achievement is as important as the raising of a concern in promoting positive behaviour and learning.

5.3 Details of rewards in the school can be seen in the school's Behaviour Policy.

6. Responsibilities for Supporting Learning

6.1 Primary responsibility for supporting learning lies with the class teacher in ways outlined in this policy.

6.2 Further support for students and class teachers is provided through school structures and through parents.

6.3 Parents

6.3.1 Parents are a crucial part of the learning partnership. Parental support of a student's learning facilitates high achievement.

6.3.2 Highly aspirational but achievable parental expectations of a student often lead to high aspirations and achievement in the student.

6.3.3 Providing information to the school about problems or change of circumstances at home will help the school provide appropriate support for the student.

6.3.4 Attendance at parents' evenings and taking part in discussions about their child's progress and behaviour is crucial in providing a consistent approach to working with the student at school and at home. The school will work to ensure that there are not barriers to parents engaging in such discussions.

6.3.5 Parental support of the school's policy on behaviour management is crucial in ensuring a student's behaviour is appropriate for the learning environment.

6.3.6 Participating in parent information sessions and family learning events, such as those on coursework, revision and exams, will keep parents abreast of current developments in the school and allow them to give continuity of support at home.

6.3.7 It is vital that parents ensure the regular attendance of their child at school. Absences for minor ailments should be discouraged.

6.3.8 Students must not be taken out of school for holidays. Discontinuity of learning affects progress.

6.3.9 Parental help in encouraging students to take advantage of the full range of available opportunities will allow the student to gain the most from the curriculum and from extra-curricular activities.

6.3.10 Parents are responsible for providing their child with appropriate conditions for study at home, to enable them to complete homework and coursework to the best of their ability.

6.3.11 Parental support in completing homework and coursework is valued and can reinforce learning that has taken place in school.

6.3.12 Homework provides valuable feedback to teachers about a student's learning. Parents are asked to ensure that the support they offer reinforces that learning but does not mask any learning difficulties which parents have been unable to help their child overcome.

6.3.13 In addition to the support offered in main school, parents of year 12 and 13 students can support their daughter or son by ensuring that they sign and understand the Learning Contract for post-16 students. Working with the school to ensure the student complies with the terms of the policy is also crucial.

6.4 Tutors

6.4.1 The tutor has an integral role in supporting students' learning and personal development. This includes the use of meaningful tasks during tutor time.

6.4.2 The tutor sets the standards and expectations of students for the day.

6.4.3 Partnerships exist between the tutor, Senior Pastoral Leader and the Academic Leader in order to monitor the academic and personal development and well-being of students within the tutor group.

6.4.4 The tutor is responsible for taking an overview of the achievement of students in the tutor group.

6.4.5 The tutor is responsible for initial interventions with a student who is underachieving. Potential intervention strategies include:
- discussion with the student
- contact with parents
- putting the student on tutor report
- brokering meetings with subject teachers

6.4.6 Tutors are responsible for checking students' planners, ensuring that they are signed and homework is recorded. They can also be used to inform parents of any messages, such as achievements or sanctions.

6.4.7   Tutors are responsible for checking that students have a pen, pencil and ruler.

6.4.8   Report cards are available to be completed by the teacher during every lesson, for identified students, with issues of underachievement or poor behaviour on a range of targets. These should be monitored daily by the tutor and passed to the inclusions office when completed.

6.5   Academic Leaders (AL)

6.5.1   Academic Leaders monitor and support the learning of students in their year group. They work in partnership with tutors, teaching staff and Senior Pastoral Leaders and liaise with parents.

6.5.2   Teachers must identify any students whose academic performance is a cause for concern. Initially, this must be dealt with within the faculty. Where concerns about achievement across a range of subjects have been raised, Academic Leaders will work with the class teacher or student in an attempt to address the problem. Targets will be set, intervention agreed and progress monitored.

6.5.3   The Academic Leader will collect and collate information and monitor individual student progress in a number of ways:
- use of baseline and internal and external assessment data
- staff, student and parental feedback
- comparison of target and actual grades
- monitoring of student reports

6.6   Senior Pastoral Leaders (SPL)

6.6.1   The role of the Senior Pastoral Leader is to manage the personal and overall well-being of all students within their key stage.

6.6.2   SPLs work in partnership with Academic Leaders, tutors and classroom teachers in promoting the school ethos.

6.6.3   They are available to discuss the individual needs of any student within their key stage. Serious behavioural or personal concerns about a student should be discussed with the SPL.

6.6.4   The SPL will support tutors and teachers in their work with challenging students.

6.6.5   The Senior Pastoral Leader will inform relevant staff of any concerns that relate to individual students, where appropriate.

6.7   Senior Curriculum Leaders (SCL)

6.7.1   The role of Senior Curriculum Leaders is to manage learning and teaching within their curriculum areas.

6.7.2   SCLs are expected to monitor the achievement of students in their faculty.

6.7.3   Concerns with the academic progress of an individual student must be referred to and discussed with the appropriate Senior Curriculum Leader.

6.7.4   Senior Curriculum Leaders will support the professional development needs of individual teaching and non-teaching staff members within their curriculum area.

6.7.5   Senior Curriculum Leaders are responsible for liaising with Academic Leaders, Senior Pastoral Leaders and parents when necessary.

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6.8 Senior Leadership Team (SLT)

6.8.1 The Senior Leadership Team is responsible for the overall leadership and development of teaching and learning across the school.

This policy will be reviewed in 2024

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Subject Specific Examples of Starters

Starters create a purposeful beginning which should engage all students.

Below are some specific examples from different subjects but these techniques could be used across the curriculum.

Modern Foreign Languages Students play 'word bingo'. Words in English are numbered on the board. Students have a grid of random numbers on paper. The teacher speaks the words in French and the students mark them off on their grids. The winner is the first with a 'full house'.	**Geography** Ready, steady, teach. Provide groups with a shopping bag of ingredients (e.g. modelling clay, string lollypop sticks, etc). Tell them they have five minutes to plan an activity in which they use the ingredients to 'teach' how the coastal features, arches, stacks and stumps are formed.
Religious Studies As an introduction to a new topic students are asked to generate words they associate with the concept 'prayer'.	**History** The class are shown a mystery object. They are asked to write down five questions that, if answered, might help them to suggest what the object is.
Science Students are studying 'refraction and colour'. Each student sticks an unseen word onto their forehead, e.g. dispersion, spectrum, dye, filter, optical fibre. They have to ask a partner questions in order to work out what the word is.	**English** A bag of objects is given to small groups. Students have to come up with a list of five adjectives, which imaginatively describes each item.
Home Economics Students are asked to match up cards carrying the name of a piece of equipment with the card containing its definition.	**Physical Education** Following a warm-up, students form two teams. The first member of each group performs a move, on the trampoline. The next person repeats this move, then adds a second. The third student repeats the two moves and links in a third, and so on. Students need an awareness of the capabilities of others in their team who will follow on and types of move that link together. The winners will be the team that creates the longest sequence of moves.
Music Each group of students is give a set of cards with the elements of music printed on them e.g. pitch, tempo, duration, dynamic, timbre, texture, silence, attack and decay. They are asked to sequence them in order of importance to them for composing a short piece of music. Afterwards they have to justify their decisions.	**Design & Technology** Sheets with signs, logos and everyday lettering (newspapers, adverts, etc) are provided. Students have only 20 seconds to look at them. They then have to write them down in order of impact on their memories. Extend to discussion on why some signs work better than others or who the message is aimed at.
Religious Education In their first lesson on Martin Luther King students are asked, in pairs, to consider the question 'What would you be prepared to die for?' and then share their reasoning with their group and the whole class.	**Modern Foreign Languages** The teacher speaks simple addition and subtraction calculations in French. Students have to write down their answers in numerical form on whiteboards and then hold them up.
Drama In pairs, students are asked to agree on five things they learned during the last lesson, and the whole class agree the priorities.	**Mathematics** Each student is given a piece of A4 paper and asked to write down a number between three and four, being as 'creative' as they can (e.g. 3 7/12). They then give the number to another student and all students are asked to 'peg' their numbers onto a washing line in the correct sequence.
English The class uses whiteboards to identify and consolidate spellings and homophones spoken by the teacher, e.g. wait/weight, right/write.	

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Appendix B   **50 Further Ideas for Starters**

1. List 3 things you found out/learnt last lesson (on mini whiteboard).

2. Summarise what you know about the topic in 5 bullet points – reduce to 5 words – reduce to one word.

3. Put in words missing from a cloze summary of learning last lesson.

4. Draw a graphic summary of knowledge so far – diagram, steps, flowchart, mind/concept map.

5. Draw a simple timeline of events covered so far.

6. Selection of pictures/cartoons/objects – which relates to last lesson's learning and how might the others tie in later? E.g. work by artist for example of technique currently being studied.

7. Groups of 3, numbered 1-3. Put up 3 statements on OHP which individuals must explain to group.

8. Label or annotate a diagram or illustration – one word in each box. Can be half complete for less able.

9. Tension chart – give score out of 5 for tension at various points of a text. Plot on graph and review findings.

10. Drama activity – freeze frame or 'living photograph' as a summary of learning so far.

11. Just a minute – pupils talk on a topic without hesitation, repetition etc.

12. Acrostic – each letter of a term begins a line. Key word begins the line. The 'poem' should reflect the qualities of the concept.

Key words

13. Match word cards and definition cards. Can be done as card sort or snap.

14. Write dictionary definitions or mnemonics for new terms learnt last lesson.

15. Identify the key points/terms to feature in today's lesson from anagrams.

16. Bingo – as teacher reads, pupils must spot word/symbol and mark card e.g. match numbers in French with digit; match muscle with diagram of stretch in PE; match musical term and symbol.

17. Dominoes – match symbol/image/definition and key word.

18.   Pictionary – draw the word without speaking or writing.

19.   Wordsearch containing key words or information useful in lesson – can use clues/definitions to activate prior knowledge. Similarly, crossword (www.puzzlemaker.com).

20.   Break the code to identify the 3 main points of today's lesson (a=b, b-c …).

21.   Post-it notes or stickers on foreheads – pupils work out word by asking neighbour questions which receive yes/no answers.

22.   Concentration/pelmanism. Two sets of cards face down on table – one set with words, other set a symbol or definition of same meaning. Pupils take turns to turn up two cards to find pairs and have to memorise position of cards.

23.   Give groups sets of 3 words and ask them to identify the odd one out.

24.   Taboo. Describe a word/concept/character/event to a partner without saying the taboo words.

25.   Verbal tennis – divide class into 2 groups who take turns to say a word related to the current topic. No words can be repeated. Scored as tennis.

New Topic

26.   60 second challenge – write down all the terms you can think of to do with a topic.

27.   Draw a picture of current understanding of a process and redraw at end of unit e.g. Biology – digestive system or plant lifecycle.

28.   Concept cartoon. Choose from speech bubble opinions of different characters e.g. Physics – 4 different opinions about what will happen to a rocket (pictured) that has run out of fuel.

29.   In pairs, sequence the 5 factors/influences/events – justify your choices e.g. recipe or sequence for making an object in D&T.

30.   Prediction – what will happen if we …? Why do you think this? Spend 1 minute composing a response before you reply.

31.   Objects – students are given a group of objects and asked to sort/imagine/describe/ predict/explain/plan an activity e.g. given 2 tennis balls must invent a warm-up exercise in PE.

32.   Key question/statement snowball-pairs discuss then share ideas with another pair, 4 join another 4, and then 8 join another 8 e.g. 'What would you be prepared to die for?' to introduce unit on Martin Luther King in RS or PSHE.

33. Categorising terms – sort words into related groups, with a pile for 'not understood yet' e.g. words related to volcanoes in Geography as a 'warm-up' to activate previous knowledge. Could be done on computer by highlighting, cut and paste etc.

34. Video clip. Class watches very short extract, then consider in pairs: What do I already know? What did I learn from the clip? What do I want to find out?

35. Painting/musical stimulus – pupils respond to brief exposure and shape an initial response in words, drawing or orally. Vocabulary to support expression can be given.

Questions

36. Card Loops. Cards have unrelated question and answer on either side. Pupil reads question and person with answer responds and then reads theirs e.g. Acids and alkalis in Chemistry, WW1 in History.

37. Answer teacher's questions without saying yes or no.

38. True or false – hold up card/whiteboard to show whether statement on OHT is true or false.

39. In role answering – hot-seating activity.

40. The answer is XYZ – now write the question. N.B. The question could begin with the words 'What is …'

41. Groups devise multiple choice questions designed to catch out other groups.

42. 'Who wants to be a Millionaire?' questions answered in pairs. Which pair becomes the richest?

43. Quick-fire oral quiz to review/revisit learning.

44. Blockbusters – students travel across a grid containing initial letters to answers.

Brain gym

45. Washing Line – pupils organise themselves or pin up cards in order e.g. Maths: Write down a number containing 3 digits in any combination (decimal, fraction). Class sequences numbers in order.

46. Shades of Meaning – useful for preparing students to use a wider range of vocabulary e.g. in Art, pupils order terms to describe colour, shade or texture according to the 'strength' or effectiveness of the term.

47. Memory Game – show items for 20 seconds and then dictate an order in which they are recorded e.g. logos in D&T.

48. Sequencing moves – one pupil performs a move, a second repeats it and adds another move and so on e.g. trampoline in PE, composition in Music, class story-writing in computer room.

49. Spot the difference – one picture could contain false information e.g. Maps diagrams of experiments, charts and graphs.

50. Conceal and describe. Pupils sit back to back. One describes a picture or process and the other must guess what it is – or draw it.

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QUESTIONING

Strategies for Questioning

Strategy	Benefits/Gains
Consciously waiting for a student to think through an answer (before you break the silence).	Prompts depth of thought and increases levels of challenge.
Using a planned mix of 'conscripts' and 'volunteers'.	Enhances engagement and challenge for all.
'Phone a friend'.	Encourages whole class listening.
'Hot-seating'.	Encourages listening for detail and provides challenge.
Previewing a question in advance.	Signals the big concepts and learning of the lesson.
Pair rehearsal (of an answer or a question).	Encourages interaction, engagement and depth.
Eavesdropping and deploying specific targeted questions.	Facilitates informed differentiation.
"You are not allowed to answer this in less than 15 words".	Develops speaking and reasoning skills.
Deliberately asking a child whom you know will provide only a partly formed answer (when asking difficult whole class questions).	Excellent for building understanding from student-based language.
Staging or sequencing questions with increasing levels of challenge.	The essence of purposeful questioning, moving students from existing knowledge or experience (often unsorted or unordered knowledge) to organised understanding, where patterns and meaning have been established.
Using the 'no hands up' rule. Using lolly sticks/ other random selection.	Improves engagement and challenges all students to think.
Providing signals to students about the kind of answer that would best fit the question being asked.	Helps students to recognise the range of possible responses and to select appropriately.
Snowballing (asking another student to respond to the answer of the previous student).	Checking understanding. Building on previous answer. Promoting active listening skills. Encouraging whole class involvement.
Computer based decision making exercises. Students have to make key decisions about actions all of which have consequences.	This is effectively 50/50 questioning with a change to reflect if the students select the wrong answer.

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Appendix D

BLOOM'S TAXONOMY

Benjamin Bloom created this taxonomy for categorising level of abstraction of questions that commonly occur in classrooms. The taxonomy provides a useful structure in which to categorise questions.

Competence	Skills Demonstrated
Knowledge	• Observation and recall of information. • Knowledge of dates, events, places. • Knowledge of major ideas. • Mastery of subject matter. • ***Question cues:*** List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	• Understanding information. • Grasp meaning. • Translate knowledge into new context. • Interpret facts, compare, contrast. • Order, group, infer causes. • Predict consequences. • ***Question cues:*** Summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend.
Application	• Use information. • Use methods, concepts, theories in new situations. • Solve problems using required skills or knowledge. • ***Question Cues*** Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover.
Analysis	• Seeing patterns. • Organisation of parts. • Recognition of hidden meanings. • Identification of components. • ***Question Cues:*** Analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer.
Synthesis	• Use old ideas to create new ones. • Generalise from given facts. • Relate knowledge from several areas. • Predict, draw conclusions. • ***Question Cues:*** Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalise, rewrite.
Evaluation	• Compare and discriminate between ideas. • Assess value of theories, presentations. • Make choices based on reasoned argument. • Verify value of evidence. • Recognise subjectivity. ***Question Cues*** Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise.

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STRATEGIES FOR DEVELOPING QUESTIONING

Responses to Questioning

Alternative Strategy	Example
Invite students to elaborate.	'Would you say a little more about that?' 'I am not sure I'm certain I know what you mean by that.'
Speculate about the subject under discussion.	'I wonder what might happen if …'
Make a suggestion.	'You could try …'
Reflect on a topic.	'Perhaps we now have a way of tackling this next time you …' 'Let's bring this all together …'
Offer extra information.	'It might be useful to know also that …' 'I think that I have read that …'
Reinforce useful suggestions.	'I especially liked … because …'
Clarify ideas.	'We can tell this is the case by …'
Correct me if I'm wrong.	'But I thought we had agreed that …' 'So now perhaps we all believe …'
Echo comments/summarise.	'So, you think …' 'Jane seems to be saying …'
Non-verbal interventions.	Eye contact, a nod or raised eyebrows to encourage extended responses, to challenge or even to express surprise.

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Appendix F

SELF AND PEER ASSESSMENT

Starting Points for Self and Peer Assessment

1. Clear criteria should be shared and discussed with students. This could also be created by the students themselves.

2. Assessment criteria given to each student before they undertake the assessment. The criteria could, for example, be divided into:
   - How to achieve an A grade;
   - How to achieve a C grade;
   - How to achieve an F/G grade;

3. Models and examples of previous work at a variety of different levels can be shown and discussed with students.

4. Establish expectations for feedback. Need to create a supportive atmosphere for all students. Teacher could model example comments e.g. You've done really well with … but you need to … You can do this by …

5. Ask students to sign their peer assessment in order to ensure there is accountability.

Strategies for Peer and Self-Assessment

1. Use Student Seating
   - Pairs or groups with equal balance of able and less able students. Able and less able to work together;
   - Students sat in pairs or groups of equal ability. Example of work a level/grade above their working level provided. Students identify what they need to do to move their work to the next level/grade;
   - Whole class activity where answers are shared by all students in a discussion chaired by the teacher.

2. Use of Mark Schemes

   Students create their own mark schemes based on the criteria given at the beginning of the task.
   - Students write a specific mark scheme for different levels or grade boundaries;
   - Use of official exam or grade criteria with older students.

3. Feedback and Target Setting

   - Students create and complete feedback sheet for other students or themselves and focus on areas for improvement.

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ASSESSMENT SHEET FOR REVISION PRESENTATIONS		
Names of presenters:	Topic:	Date:
Strengths of the presentation:		
Areas for improvement:		
Additional comments:		
Name of assessor:		

- Use of traffic lights to show student understanding:
  Red dot = lack of understanding/uncertainty about the task.
  Orange dot = reasonable understanding/could have done better.
  Green dot = clear understanding/goal achieved.

- Reasons for colour of traffic light explained and target set to improve work. (Same can be done with smiley/unhappy/non-plussed faces lower down the school).

- Colour Code Marking – identify each criterion with a different colour and mark where each criteria has been met on the work. Follow up with a positive comment about criteria which have been met and target the area with little or no colour.

4. **Use of Targets**

- Students to be given the opportunity and the time to act upon their targets.
- Redrafting.
- Setting of tasks using similar skills.

5. **Coursework**

Plan coursework and swap plans with a partner who analyses the proposal and gives feedback to partner re: improvements.

6. **Assessing Practical work**

   Use the digital camera to show practical work at different stages. The photographs are displayed to a class who have to use relevant assessment criteria to determine the level of the work and justify the feedback they have given.

7. **Giving students a 'safety net' when peer marking**

   Give students a piece of rough paper (a 'problem page') on which they can write any points they do not understand when marking their partner's work. This can be given to the teacher who has a record of problems and can then feedback and support individuals or the whole class with difficulties.

8. **'Post-it Targets'**

   By writing their targets on 'post-its', students are able to keep the targets on every page of their work and therefore they are more focused on what they need to do to improve. When the target has been completed, the 'post-it' can be displayed on an achievement board in the classroom.

9. **Past Examination Questions & Feedback Sheet**

   Design a generic feedback sheet to be used for past questions/papers in a particular unit/ skill area. Criteria are included on each sheet and, each time students attempt a relevant past paper, they award marks for each relevant section. The key issue with this type of feedback sheet is that trends can be identified re: strengths and weaknesses as the sheet is designed so that students can analyse their performance over a range of past papers.

10. **Peer Moderation of Coursework**

    Past coursework is used for peer moderation. In small groups, students have to mark a specific section of the coursework using the examination board criteria and then write comments on the mark sheet to explain the mark the group has given. Groups will then pair-up, share and discuss the marks that have been awarded, and experience moderation of coursework. Each group will then feedback to the rest of the class. As the coursework is in the 'all users shared area', this means the activity can be undertaken by students at home.

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Appendix G

Exemplar Target Sheet 1

Students Name: …………………………………………..

Short Term Targets

Date	Target	Comment/ Evidence	Student Initials	

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Appendix H

Exemplar Long Term targets 2

Date	Target	Comment/ Evidence	Student Initials	Teacher initials
Autumn Term				
Spring Term				
Summer Term				

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WORKING WITH TEACHING ASSISTANTS

It is essential all teachers are fully aware of their responsibility of teaching students with special educational needs and disabilities (SEND).

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."

(Code of Practice, 2015: 6:36)

We currently have a team of Teaching Assistants (TAs) who work in classrooms, alongside subject teachers, to support the learning of our students with SEND. The SENDCo works closely with teaching staff and TAs to ensure teaching and learning strategies encourage understanding, challenge progress and independence in students.

In light of recent and ongoing research into the deployment of TAs, the SENDCo is aware that effective deployment of TAs is vital to ensure maximum impact on students' progression. TAs are a valuable resource and it is vital that the partnership between teachers and TAs is positive, effective and productive.

It is difficult to state exactly what a TA does in lessons as this is dependent on individual students' needs. TAs support teachers in ensuring all students with SEND are able to access learning in lessons as well as promoting happiness, independence, confidence and progress in all possible areas.

TAs work closely together to share best practice and support all staff in how best to support students with SEND. TAs also attend SEND Support review meetings and Annual Reviews for students with EHC Plans.

Please read our SEND Information Report and SEND Provision Map of Interventions available on our website for further information about the role of the TA.

Jessica Abel-Goldbin
SENDCo
Malmesbury School