This Policy has been adopted and approved by Gippeswyk Community Educational Trust and has been adapted for use by Copleston High School.

<table>
<thead>
<tr>
<th><strong>TEACHING &amp; LEARNING POLICY</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by GCET/Adapted by Copleston High School</td>
<td>1.9.2017</td>
</tr>
<tr>
<td>Reviewed/Amended</td>
<td>May 2018</td>
</tr>
<tr>
<td>Ratified by Copleston LGB</td>
<td>18.6.18</td>
</tr>
<tr>
<td>Date of next Review</td>
<td>Summer Term 2019</td>
</tr>
<tr>
<td>Responsible Officer</td>
<td>Mr R Hall/Mr S Harrington</td>
</tr>
<tr>
<td>Policy Number</td>
<td>CS6</td>
</tr>
</tbody>
</table>
Rationale

This document contains a set of principles for Teaching and Learning at Copleston High School. For several years our Teaching and Learning Policy was based upon the TEEP approach. Historically, this lead to a clear, shared vision of teaching and learning in the classroom; following a predefined teaching structure and a range of methodologies/strategies to engage pupils in their learning. While these methodologies are still extremely useful tools for the classroom, it was increasingly felt that the TEEP approach did not always foster the necessary pupil progress in a more rigorous and demanding national culture of achievement. We believe this new approach directly addresses that culture and leaves room for professional judgement.

The new Growth Mindset Approach to Teaching and Learning at Copleston was developed in the summer of 2015 by the Teaching and Learning team with the support of the Senior Leadership team, and provides a coherent approach to developing the entire school community as learners. The Growth Mindset Approach provides rigour and accountability; allows monitoring and evaluation; facilitates the demands of Performance Management and teacher development through professional dialogue, and supports professional autonomy, creativity and diversity of practice in the classroom.

Our Key principles

Our aim is to:

- create the highest possible standards in Teaching and Learning
- deliver high quality learning experiences for all pupils
- maximise learner outcomes through developing the whole person

Consistency is maximised through our whole school model that promotes a common language for learning through

- A high quality Professional Development Programme for staff at all stages of their career.
- Staff led Workshops (peer-to-peer)
- In house Teacher programme
- Collaborative Planning on Wednesday afternoons
- Reflective practice
- Enquiry based research
- Quality Assurance processes
- Learning Walks
# Our Teaching and Learning Policy

**Key:**

- **Column 1** – the “Super Seven” principles around which our Teaching and Learning approach revolves
- **Column 2** – cross reference to the teacher Standards (2012)
- **Column 3** – developed through consultation with the whole staff in September 2015 at the launch of the Growth Mindset approach to Teaching and Learning
- **Column 4** – the support materials referred to are to be found in the Teaching and Learning page on FROG, and in Admin Staff Shared Area

<table>
<thead>
<tr>
<th><strong>Super Seven Key Principles</strong></th>
<th><strong>TS</strong></th>
<th><strong>What evidence could an observer see?</strong></th>
<th><strong>Additional Points and links to support materials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Promote a Growth Mindset</strong></td>
<td>1&amp;2</td>
<td>Independent learning, high engagement levels, personalised learning/ targets with structured choices</td>
<td>See <strong>Shared Areas</strong> on the Frog Portal for Departmental documentation.</td>
</tr>
<tr>
<td><strong>All teachers should...</strong></td>
<td></td>
<td>“Can do” culture – how? Sharing success and failures, comfortable getting things wrong</td>
<td>See <strong>Literacy</strong> documentation on the <strong>School Community</strong> portal of Frog for further documentation and supportive materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students being confident enough to challenge and be challenged</td>
<td>See <strong>Teaching and Learning</strong> on the <strong>School Community</strong> portal of Frog for further documentation and supportive materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Clear communication</strong> that some things will be difficult, setting tasks that will stretch, <strong>planning that aims higher</strong> (zone of proximal development)</td>
<td>See <strong>School Departments</strong> on the <strong>School Community</strong> portal of Frog for further documentation and supportive materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Range of challenging activities</strong> – is this visible in books? Peer assessment, literacy, accuracy/creativity, organised, positive marking and feedback responded to, presentation, rewards</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HOT questioning: snowballing technique/wider connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Healthy tension, thinking time, planned review time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enquiry based learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exemplars to show high expectations and journey, good modelling, consistent high expectations across departments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Our Growth Mindset Posters in every classroom.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Plan lessons which engage, stretch and challenge all students to love learning</strong></td>
<td>2,3&amp;4</td>
<td>Planning that works! Copleston’s Supportive Lesson Plan is the framework around which we work.</td>
<td>See <strong>Shared Areas</strong> on the Frog Portal for Departmental documentation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pupils who are persistent in their learning approach, asking questions and for extra work – stemming from AFL and planning.</td>
<td>See <strong>Teaching and Learning</strong> documentation on the <strong>School Community</strong> portal of Frog for further documentation and supportive materials.</td>
</tr>
</tbody>
</table>
|   | Good subject knowledge. **Where the impact of teacher expertise is evidenced through the development of pupil learning**, where the impact of high quality CPD/Collaborative Planning is observable.  
**Differentiation** – PP/G&T, teachers who know their class and plan lessons and extension tasks accordingly.  
Pupils being able to articulate their own targets and show progress towards them  
Clear planning, organisation, objectives, confidence in learning outcomes, **tight timings, seating plans** and reasoned variations  
See School Departments on the School Community portal of Frog for further documentation and supportive materials  
Refer to SEN/EAL Bulletins  
Refer to School Pupil Premium Documentation |
|---|---|---|
|3. | **Provide high quality feedback for reflection, which enables students to improve their work effectively.** | 2,3&6 | **Pupils interested in feedback** - from peers as well as teacher – rather than just marks and able to articulate its impact on their learning.  
**Responses to feedback** (verbal or written) – either prompted by teacher formally or independently as evidence of the culture of our whole school expectations for learners.  
Mini plenaries (variety), formative, summative, immediate  
Pupils working with Exemplars to show high expectations and the nature of the journey; a variety of modelling strategies, consistent high expectations across departments for progress and development.  
Pupils feeling safe – risk takers. “Can do” classrooms  
**DIRT** – **Directed Independent Reflection Time** (planned time in lesson to respond to/use feedback, sometimes in different colour pen, e.g. green)  
In books **evidence of redrafting/rewriting/refining/correcting** and corrections – traceable development and progress through time evidenced through extended writing/detailed evidence of workings  
See Teaching and Learning on the School Community portal of Frog for further documentation and supportive materials  
See School Departments on the School Community portal of Frog for further documentation and supportive materials  
Refer to School Departments on the School Community portal of Frog for Departmental Marking Policies |
out which evidence understanding of subject based expectations for progress.

| 4. | Engage and develop students’ access to the power of communication through literacy, numeracy and digital literacy. | Knowledge of subject specific key terms, introducing new vocabulary, accurate spelling and grammar  
Consistency of literacy, numeracy and ICT in all subjects/ across curriculum  
Emerging/strengthening cross curricular links  
**Reflections by students in work**, pupils listening to teacher and each other, feedback/reflection on contributions  
**Pieces of extended writing**/ detailed responses, supported by dictionaries/ thesaurus/ VCOPs  
**Timely marking feedback for numeracy and literacy**, use of success criteria, accurate measurements  
**Students take care in all aspects of their work**, redrafting skills developed  
**High quality group work/discussions**, peers supporting problem solving, skills in asking questions developed  
Confident and safe use of social media  
Confident dialogue between students and adults, e.g. verbal, evidenced in books, student voice opportunities  
All subjects embrace ICT opportunities to support learning, able to research, effective use of timers/ time plans | See Literacy documentation on the School Community portal of Frog for further documentation and supportive materials.  
See **Teaching and Learning** on the School Community portal of Frog for further documentation and supportive materials  
Refer to **School Departments** on the School Community portal of Frog for Departmental Assessment and Marking Policies  
Refer to the School **E-Safety Policy**  
Refer to the ‘**My Class Data’** Resources |

| 5. | Create a supportive, mutually respectful, well resourced, learning environment which enables all students to learn, and all teachers to teach. | **Positive atmosphere** (welcome, routines, behaviour, rewards, encouraging, body language, greeting at door, praise, visual recognition)  
**Room “ready to go”**, organisation of materials (paper, drawer, whiteboard works, tidy desk)  
Learning resources (wall displays updated regularly and kept fresh/neat, visual aids, many sources of help, VLE)  
Collaborative learning, discussion, contribution by all | See **Teaching and Learning** on the School Community portal of Frog for further documentation and supportive materials  
See **School Departments** on the School Community portal of Frog for further documentation and supportive materials |
<table>
<thead>
<tr>
<th></th>
<th>Pride in learning environment/resources/equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Openly share <strong>success criteria</strong> to enable students make visible <strong>progress</strong> in the classroom, in assessments, in homework and <strong>consistently in their exercise books.</strong></td>
</tr>
<tr>
<td>2&amp;6</td>
<td>Books/work which evidence progression, <strong>engagement and a passion for learning.</strong> Action being taken to ensure no one falls behind the level they could be attaining (<strong>catch-up/extension activities/ access to intervention evidenced in pupil progress</strong>) Sub-groups identified and monitored Lessons positioned accurately in the curriculum map to provide access to opportunities to demonstrate learning. <strong>Regular assessments and checks on learning</strong> Pupils who can articulate and evaluate their learning progress. (When have they learned? How? Why?)  <strong>Co – construction of success criteria within lessons.</strong> Our Growth Mindset Posters in every classroom.</td>
</tr>
</tbody>
</table>
|   | See **Teaching and Learning on the School Community** portal of Frog for further documentation and supportive materials  
|   | See **School Departments** on the **School Community** portal of Frog for further documentation and supportive materials |
| 7. | Promote and **value opportunities for peer to peer learning and collaboration** |
| 5&7 | **Group work, class discussion, all involved, all heard: paired work, peer assessment, listening to each other leading to progress and development in learning.**  
**Success criteria** to allow students to collaborate and study with the Exemplar work on display, **promoting the modelling effective learning relationships.**  
Students sharing good work, effective delegation and role allocation  
Support one another (**stronger supporting weaker**), valuing opinions, C3B4ME – a supportive culture of learning from others. Engendering community ethos of positivity surrounding learning from and with each other – **achieving success together.**  
Learning environments where it is safe to fail, safe to succeed:**Think, pair, square, share questioning** enables **Peer working.**  
Peer mentoring (student leaders, reading mentors, ...) impacts classroom outcomes |
|   | See **Teaching and Learning on the School Community** portal of Frog for further documentation and supportive materials  
|   | See **School Departments** on the **School Community** portal of Frog for further documentation and supportive materials  
|   | See **Student Leaders** on the **School Community** portal of Frog for further documentation and supportive materials |
Appendix 1  Copleston Supportive Lesson Plan

Learning Episodes are for guidance only: different learning contexts might require more or less episodes. The key is a clear thread of learning through the episodes.
### Learning, Teaching and Assessment Observation

**Teacher:** [Code]

**Date:**

**Subject:**

**Group:** [Year and mode, e.g., S1BPH]

#### Agreed Focus (if previously):

**Context:** Including vulnerable groups (ESL, LA/FP, SEN, LAC), setting, support

**Unit/Topic:**

**Lesson:** [Lesson number]

**GAS Data Stacked:**

#### Supportive Learning Environment

#### High Expectations and Response to Challenge

#### Clear Communication (Literacy, Numeracy, ICT)

#### Peer Collaboration

### Effective Use of Feedback

**Strong evidence / Some evidence / Insufficient evidence**

**Assessment and Progress**

Does the class data demonstrate at least expected progress over time for individual students and identified priority groups?

**Strong evidence / Some evidence / Insufficient evidence**

### Strengths

* (Indicate within a textual best practice suitable to share widely)

### Next Steps for Growth and Support

**Actions:** [Specify]

---

**SMSC Snapshot (noteworthy example):**

**Appraisal Observations:**

- [ ] Save or scan to MP Office
- [ ] And to Teacher Appraisal Folder
- [ ] Original to Teacher

**Date:**
Before attending your feedback session, please reflect on the following questions, which will be used to shape the dialogue between yourself and your appraiser:

<table>
<thead>
<tr>
<th>Question</th>
<th>Related Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent was your planning effective today? (TS4 Planning)</td>
<td>How did it further underpin the security of your pupils’ learning?</td>
</tr>
<tr>
<td>Linked to “Supportive Learning Environment”</td>
<td></td>
</tr>
<tr>
<td>What formative assessment did you use today? (TS7 Classroom Management)</td>
<td>What was its impact? How do you know? What is your evidence? (TS6 Assessment)</td>
</tr>
<tr>
<td>“Clear communication” “Peer collaboration” “Feedback”</td>
<td></td>
</tr>
<tr>
<td>How did you implement stretch and challenge today? (TS1 and 2 Stretch and Challenge)</td>
<td>What contribution has the lesson made to the pupils’ progress over time? (TS2 Learning and Progress).</td>
</tr>
<tr>
<td>“High expectations”</td>
<td></td>
</tr>
<tr>
<td>Did all pupils make progress today? How do you know? (TS5 Differentiation)</td>
<td></td>
</tr>
<tr>
<td>“Feedback” “Assessment and Progress”</td>
<td></td>
</tr>
</tbody>
</table>
**Possible Further Reflection?**

What did you think went well today? *What would you change if you were to repeat the lesson? What might you develop in future lessons based on this reflection? Are there any other comments you wish to make?*

“Strengths” “Next steps for growth and support”
Appendix 4 Original Observation Guidance in full

Supportive Learning Environment

Lessons

- Room “ready to go”, organisation of materials (paper, drawer, whiteboard works, tidy desk)
- Learning resources (wall displays updated regularly and kept fresh/neat, visual aids, many sources of help, VLE)
- Positive atmosphere (welcome, routines, behaviour, rewards, encouraging, body language, greeting at door, praise, visual recognition)
- Collaborative learning, discussion, contribution by all
- Pride in learning environment/resources/equipment

Environment

- examples of exciting/interactive purposeful displays, good work (recent and longer term exemplars), use of keywords and language for learning (5Rs), where to seek help and how
- “healthy tension” (e.g. no hands up, random name selector tool), non-judgemental, removing fear of failure (no put down zone), safe to fail AND safe to succeed, praise wrong answers as development to right
- tidy – LEAVE CLASSROOM AS YOU WOULD LIKE TO FIND IT, needs to be clean
- Clear operating procedures (consistent and fair), a learning buzz, clear boundaries and consequences

Planning

- Planning that works! 5 min plan, TEEP
- seating plans and reasoned variations, clear/accessible fonts and appropriate colour
- Confidence in learning outcomes, tight timings, knowledge of students, not sticking rigidly to plan if not working, understand weaknesses and focus on positives

Pupil Work

- Clear assessment criteria (displays, exemplars)
- Book storage, neat accessible notes, structure and progress, overviews, orientation, completion
- Evidence of rewards, learning dialogue, feedback targeting next steps/key points for development
- Differentiation, one-to-one, groupings, tasks, scaffolding, stretch and challenge
- Repeated attempts to correct work, having a go and high levels of effort, students acting on feedback

Student Voice

- Describe enthusiasm for learning, positive feelings, able to deal with challenge
- Room inspires them to want to learn – both environment and teaching
- Consistency across their lessons,
- Purposeful marking and opportunities to respond to feedback, listen to students and act upon their feedback
- Approachable staff, confident to voice opinion in and out of lesson

Staff Voice

- Staff feel well-resourced and positive, staff feel valued and that class are responsive, what they say is heard

**Key Questions for Supportive Learning Environment**

- Is the environment welcoming, stimulating and supportive of current learning?
- How effectively is a supportive learning culture encouraged?
- Are the needs of individuals catered for?
- How well do pupils respond to and respect each other?
- What is the limiting factor to learning in the lesson?
• Is there support to ensure no pupil falls behind?
• Is CTA deployed effectively to maximise learning?
• Are high quality resources and the environment aiding accelerated learning?
• Are individuals and the class safe?
**High expectations, love of challenge of striving to learn**

Well organised, tidy room, clear displays, students on task

Peer to peer discussions – extending the task/open discussions, students supporting each other, sharing each other’s work

Good behaviour management – “taking risks is okay”, calm learning environment, seating plans

Independent learning, high engagement levels, personalised learning/ targets with structured choices

“Can do” culture – how? Sharing success and failures, comfortable getting things wrong

Students being confident enough to challenge and be challenged

Clear communication that some things will be difficult, setting tasks that will stretch, planning that aims higher (zone of proximal development)

Range of challenging activities – is this visible in books? Peer assessment, literacy, accuracy/creativity, organised, positive marking and feedback responded to, presentation, rewards

HOT questioning: snowballing technique/wider connections

Healthy tension, thinking time, planned review time

Enquiry based learning

Persistent in their learning approach, asking questions and for extra work

Good subject knowledge. Ensure teacher expertise is up to date – seek out high quality CPD re good practice

Differentiation – G&T, knowing your class, extension tasks/menu

Exemplars to show high expectations and journey, good modelling, consistent high expectations across departments

Pupils being able to articulate their own targets and show progress towards them

Clear planning, organisation, objectives

Student opinion sought, acknowledge it is “hard” and are clear how to progress
**Key Questions for High Expectations and Response to Challenge**

Are there high expectations of behaviour for learning and pride in work?

Does the learning task challenge everyone? (*Grapple* signs)

How effective is teacher questioning and intervention?

Is there a sense of Higher Order Thinking, awe and wonder?

Do tasks consolidate, deepen and prepare for next steps?

Is homework relevant and set in line with Policy? Does it support, consolidate or extend learning?

How well do pupils strive and thrive in their learning?

Are they resilient to failure and persistent?

Do pupils want to learn?

Are pupils immersed and enjoying learning?
**Clear Communication (literacy, numeracy and ICT)**

Knowledge of subject specific key terms, introducing new vocabulary, accurate spelling and grammar

Consistency of literacy, numeracy and ICT in all subjects/ across curriculum

Emerging/strengthening cross curricular links

Reflections by students in work, pupils listening to teacher and each other, feedback/reflection on contributions

Pieces of extended writing/ detailed responses, supported by dictionaries/ thesaurus/ VCOPs

Timely marking feedback for numeracy and literacy, use of success criteria, accurate measurements

Students take care in all aspects of their work, redrafting skills developed

High quality group work/discussions, peers supporting problem solving, skills in asking questions developed

Confident and safe use of social media

Confident dialogue between students and adults, e.g. verbal, evidenced in books, student voice opportunities

All subjects embrace ICT opportunities to support learning, able to research, effective use of timers/ time plans

Good practice shared between colleagues at Collaborative Planning and between colleagues/ Departments

Lessons planned to develop these key skills, variety over time, accessible/relevant/effective resources, planning enough time for tasks allowing for failure and reflection

Staff understand who is who, who does what and where they are. Clear staff codes and photos

Students can articulate their thoughts well, eloquent

Students are very clear about what is expected in terms of these skills, ensuring pupils model appropriate language, teacher modelling of how things should be written in books

Literacy/numeracy activities in Form time

Teacher input at right level and understandable; PowerPoint’s and visual aids clear, concise, accurate and relevant

Students explaining tasks/ concepts, comprehension checking, opportunities to present and peer review

Recall, Refresh, Scaffold (in planning)

Actively developing speaking and listening (pose, pause, pounce, bounce)

---

**Key Questions for Clear Communication (Literacy, Numeracy, ICT)**

How are pupils encouraged to communicate clearly and effectively?

Are reading, writing, speaking and listening effectively modelled?

Are teacher expositions clear and do they lead to effective understanding?

Does the teacher make regular, in lesson checks of learning?

Are the resources of high quality and accessible to all?

Is ICT being exploited to the full?
Peer Collaboration

- Group work, class discussion, all involved, all heard
- Paired work, peer assessment, listening to each other
- Success criteria to allow students to collaborate
- Exemplar work on display, modelling effective relationships
- Students sharing good work, effective delegation and role allocation
- Support one another (stronger supporting weaker), valuing opinions
- Engendering community ethos of positivity
- Safe to fail, safe to succeed
- Think, pair, square, share
- Peer mentoring (student leaders, reading mentors, …)
- C3B4ME

Planning

- Opportunities for students to collaborate with scaffolding to help students be effective
- Questioning techniques. Random question sorter
- Group work, paired work, differentiated groups
- Extra-curricular opportunities
- Outcomes, expectations and success criteria – how group work to be assessed, kept and used later (filmed, recorded, reflections, …)?

Pupil Books

- Consistent whole school approach e.g. green pen, to demonstrate progress and how others have contributed to the progress

Pupil work

- Responses reflect other students thoughts
- Peer assessments with targets set by peers
- Splitting the responsibility for a task into different chunks
- Student becomes teacher, opportunities to present their work

Student Voice

- Describe peer to peer learning. Student presentations – peer assessed
- Social networks and online collaborative tools (e.g. google docs, edmodo, …)
- Year and School Councils

Staff Voice

- Discussions on effective strategies for sharing and collaborating. Sharing best practice, peer observation and feedback
- Links to other schools, universities, agencies

Key Questions for Valuing Peer Collaboration

Where collaborative pedagogy is employed:

- Is there a range of activities that encourage students to learn with and from others?
- How well do students participate in their learning?
- Is time used efficiently and effectively?
- How did the collaborative learning event/episode enhance students’ progress?
Where not employed:

- What was the rationale or justification for the approach taken?
- Was there a missed opportunity to accelerate or deepen learning through collaboration?
**Eager, effective feedback users**

In lessons

- Pupils interested in feedback - from peers as well as teacher – rather than just marks.
- Responses to feedback (verbal or written) – either prompted by teacher formally or, ideally, independently.
- Mini plenaries (variety), formative, summative, immediate
- Pupils seek feedback and value it
- Feeling safe – risk takers. “Can do” classrooms
- Set reflection as a homework task
- DIRT – Directed Independent Reflection Time (planned time in lesson to respond to/use feedback, in different colour pen, e.g. green)

In planning

- Teacher effectively uses prior attainment, AfL and marked work
- Planning for progression
- Teacher responsive to student feedback. DIALOGUE

In pupil work/books

- Redrafting/reworking/refining/correcting, (red dot strategy indicating which question to revisit
- Pupils receptive to constructive criticism.
- Improved grades? Critical friend
- Individual targets on pupil’s work, boxes in books for self and peer assessment/ reflective log, ask for parent’s signature (share@home), date teacher feedback and date student response

In student voice

- School and teacher responsive to student voice
- Willingness for us to ask the right searching questions and listen to what might be unfavourable answers
- Never reject a response – use it!
- Adaptations to SOW/activities

In staff voice

- Listening / responsive leadership team
- Sharing collaboratively

In dialogue within Departments

- Collaborative planning – with a focus on evidencing effective feedback, checks on delivery of new SOW/ new exam specifications, a department approach, regular routines
- Sharing good practice and demonstrating it
- Being honest about weaknesses as well as strengths
- Effective Appraisal dialogues – truly developmental

**Key Questions for Effective Use of Feedback**

Is feedback (verbal and written) purposeful and effective in promoting progress?

How well was feedback used by the teacher and the pupil?

What is the impact on learning?

Is the quality of marking in line with Department Policy?

Do pupils know how well they are doing and what they need to do to improve?
Visible Assessment, Demonstrable Progress

Specific level at beginning of lesson – prove that they know more/can understand

Pupils can explain/ articulate

- what they can do now that they couldn’t before
- their progress and what they need to do to move forward

Extension – literacy skills (reading, writing, speaking, listening), deeper work on topic

Confidence to speak about subject – to ask searching questions. What if?

Teacher differentiating questions, planning for different abilities/levels, use of Bloom’s Taxonomy, clear objectives and success criteria

Pupils should be engaged, involved in discussions

Pupils able to synthesise and apply knowledge/skills to different contexts

Followed teacher feedback – dialogue between teacher and pupil (e.g. responses to marking in green/ different coloured pen, redrafting and reflection on improvements), marks in books from on-going assessment

Tests and written Assessment – formal and informal – end of half term, peer/self-assessment

Predicted grades – reports. Mocks and exam/test results. Nice colours on G4S ribbons!

Using more complex language – tenses, quality of written work/ physical performance

Progress ladders/ progress tracker in lessons, use of displays, plenary wall, “drop box”, photographic evidence

Continuum ...x...........................................x..., learning journey, mapping curriculum skills

Exit cards, Next steps, starters relate to previous weak areas,

(Mini) plenaries, check points, pit stops, timeouts, mini white boards, RAG cards,

Thought walls, highlighting achievement

Greater number of higher quality lessons, better behaviour is more visible, increased focus and attitude

Teacher can confidently articulate/demonstrate where progress is being made (e.g. improving test scores/ assessment grades), can moderate with confidence, can use G4S

Student voice – verbal feedback, use of post-its to assess progress

Staff collaboration and sharing of pupil information, across shared groups/pupils
Key Questions for Assessment and Progress

Compulsory Question: Does the class data demonstrate at least expected progress over time for individual students and identified priority groups?

What action is being taken to ensure no one falls behind the level they should be attaining (catch-up/extension)?

Which sub-groups need particular attention?

Is this lesson positioned accurately in the curriculum map?

Does the teacher demonstrate deep subject knowledge and understanding?

Are there regular assessments and checks on learning?

Can pupils articulate and evaluate their learning progress? (What have they learned? How? Why?)

What do pupils know, understand or do now that they didn’t or couldn’t at the start of the lesson?
Spiritual, Moral, Social and Cultural

**Spiritual** development:

- Do pupils reflect about their own beliefs, religious or otherwise?
- Do they have an informed perspective on life?
- Are they interested in and respect for difference? (faiths, feelings and values)
- Is there a sense of enjoyment and fascination learning about themselves, others and the world?
- Are pupils imaginative and creative in their learning?
- Do pupils willingly reflect on their experiences?

**Moral** development:

- Do pupils recognise the difference between right and wrong?
- Do pupils readily apply this understanding in their own lives, recognise legal boundaries and respect the law?
- Do pupils understand the consequences of their behaviour and actions?
- Are pupils interested in investigating and offering reasoned views about moral and ethical issues?
- Do pupils understand and appreciate the viewpoints of others?

**Social** development:

- Do pupils use a range of social skills in different contexts working and socialising with others from different religious, ethnic and socio-economic backgrounds?
- Are pupils willing to participate in a variety of communities and social settings?
- Are pupils involved by volunteering?
- Do pupils cooperate well with others and are they able to resolve conflicts effectively?
- Do pupils accept and engage with the fundamental British values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs)?
- Are pupils developing and demonstrating skills and attitudes to participate fully in and contribute positively to life in modern Britain?

**Cultural** development:

- Do pupils understand and appreciate a wide range of cultural influences that have shaped their own heritage and those of others?
- Do pupils understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain?
- Do pupils have knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain?
- Do pupils willingly participate and respond positively to artistic, musical, sporting and cultural opportunities?
- Are pupils interested in exploring, improving understanding and showing respect for different faiths and cultural diversity?
- Do pupils understand, accept, respect and celebrate diversity?
OUR SUPER SEVEN PRINCIPLES OF LEARNING AT COPLESTON HIGH SCHOOL

1. Promote a Growth Mindset philosophy for the school community, through the 5Rs, that develops the power of the learner to overcome barriers to progress.

GROWTH MINDSET AND A SUPPORTIVE LEARNING ENVIRONMENT.

2. Create a supportive, mutually respectful, well-resourced, learning environment, which enables students to learn, and teachers to teach.

BEING EFFECTIVE USERS OF FEEDBACK.

3. Provide high-quality feedback for reflection, which enables students to improve their work effectively.

COMPLETING ASSESSMENTS IN FULL AND MAKING PROGRESS.

4. Openly share success criteria to enable students to make progress in assessments, homework, and consistently in their exercise books.

CLEAR COMMUNICATION. (literacy, numeracy, ICT)

5. Engage and develop students’ access to the power of communication through literacy, numeracy and digital literacy.

HAVING HIGH EXPECTATIONS STRIVING TO LEARN.

6. Provide lessons which engage, stretch, and challenge students to love learning.

VALUING PEER COLLABORATION.

7. Promote and value consistent opportunities for peer to peer learning and collaboration.