Better Never Stops	**Waingels** **Teaching, Learning, Feedback and Assessment Policy – January 2023**

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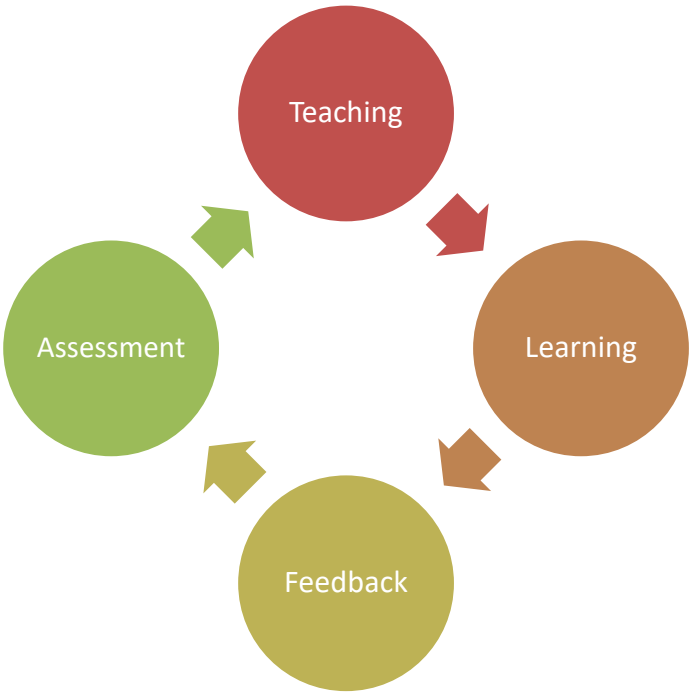
1. Aim

We strive to create an effective climate for learning through high quality first teaching, learning, feedback and assessment, it is our core purpose as a school. By maintaining the highest standards of ourselves and of students successful teaching, learning and assessment at Waingels will:

- Provide students with consistent opportunities to succeed in their learning regardless of background or prior attainment.
- Deliver high quality lessons which are well planned, so they are engaging, challenging and structured for progression by all.
- Support our students with their learning, adapting teaching to support the range of abilities and needs reflecting our high aspirations for all students.
- Support students to produce high quality work and to use feedback to make progress.
- Ensure that students understand their strengths and areas for development, rooted in robust assessment and feedback processes.
- Develop key literacy, reading, numeracy and subject specific skills through well planned teaching activities.

We believe that Teaching, Learning, Feedback and Assessment are all integral parts of the Plan, Do, Review cycle of learning. The absence of any one of these key factors will limit the progress that is made by students. This policy aims to encapsulate our approach to all four aspects of pedagogy that support student progress. The policy recognises that there should be a balance between regular, direct feedback and **staff workload** by empowering students to take greater **responsibility** for their learning by providing sufficient opportunity for students to **improve** their work.



2. Teaching - The Waingels Way (Appendix 1)

Quality first teaching and learning is underpinned by standard operating procedures (SOPs) which should be the basis of every lesson. These procedures set out the **'Waingels Way'** of teaching, learning and assessment and also promote consistency of learning experience across all subjects. This includes:

1. Silent recall starter. Which should include questions based on the most recent work, and questions from previous lessons/ topics these questions should be easily accessible to all students and students should be encouraged to use prior work or knowledge organisers to complete these tasks. (Or High impact starter when appropriate).
2. "The Big Idea"
3. Bronze, Silver, Gold – Learning Journey (See learning)
4. Feedback cycle
5. Using learning symbols (Appendix 2)
6. Hands down targeted questioning
7. Reading – bookmarks, Predict-pick out-summarise
8. Use of knowledge organisers to support learning
9. Using Spotlight strategies to support specific students

Teaching and Learning Spaces

Teachers will create a learning environment which promotes learning, where students feel safe and confident.

Teachers will manage the entry and exit to the classroom to best fit the context of their lesson and room. Teachers should invite students into the room and dismiss students in an orderly fashion.

- Students should enter the room and be wearing the correct uniform. Teachers should, wherever possible, stand near the entrance to enable them to monitor this entry and welcome students into the classroom demonstrating kindness and respect.
- Teachers will have seating plans on Satchel one for all classes and classrooms. the seating arrangements should be planned to maximize student engagement and progress positively advantaging spotlight students.
- Students will be expected to remove outdoor clothing, take out all equipment, including and begin the starter task immediately unless instructed otherwise by the teacher
- A register will be taken in the first 10 minutes of the lesson.

Meeting the needs for all with adaptive teaching and supporting the progress of spotlight students

Teachers should have high aspirations for all students and plan lessons that are challenging for students – strategies to support and to positively advantage spotlight students can be found in Appendix 3

- Teachers will adapt lesson plans and sequences of learning based on the emerging needs of all students with a specific focus on Spotlight students. Where applicable in lessons should include the development of key skills, including literacy and numeracy as shown on the departmental schemes of work and curriculum plans.
- Teachers will use specific literacy strategies to support students with their reading – these include the use of a range of developing their use of Tier 2 and Tier 3 vocabulary. (Appendix 4).

- Teachers will plan lessons that disproportionately advantage spotlight students using a range of techniques which take into account students' barriers to learning and common barriers for these students; for example, when considering cultural capital, organisational skills, life experiences etc.
- Teachers will use the additional needs register to ensure they are meeting the specific needs of SEND students and supporting their progress for example, using the now, then, next strategy, using IIP support where appropriate. For more detailed suggestions please see: R:\SEND and Inclusion\Staff Training.
- Teachers will use the feedback from the EAL coordinator to support EAL students with high quality first teaching, the use of knowledge organisers and other strategies.
- These emerging needs will be identified through a range of assessment for learning techniques which include class discussion, hands down targeted feedback questioning, reviewing student's work between lessons, tests and other assessment methods.
- Teachers will be able to identify the most able and build challenge into the lesson using Gold as well as extension and challenge tasks.
- Where an IIP or teaching assistant is assigned to student(s) in a class, the teacher will aim to that the IIP knows what is required in the lesson so that they can help the student(s) engage and make progress.
- The teacher will discuss with the IIP student's progress, making use of the reports that IIPs produce in lessons about student progress.
- If misconceptions arise teachers should explore these and support students in "unpicking" them, teachers should be adaptive in their teaching so that students have the correct knowledge and skills needed to make progress.

Use of attainment data

- Planning of lessons will make use of prior information about students this might include; prior attainment data, target grades, reading age or CATS results. This is to support planning and ensure that work is suitably challenging and meets the needs of students so that students learning continues to develop.
- Where student's current performance falls below expected progress, the learning should be adapted to allow students to close gaps in their skills, knowledge and understanding so that they can make expected progress.

Staff absence and cover lessons

- In the event of staff absence, staff should follow the procedures for cover as outlined in the cover procedures in the staff handbook.

3. Learning

Teachers plan and deliver lessons in line with schemes of work that promote progress, achievement, equality, independence, resilience and engagement.

The Big Idea and the Learning Journey

- Teachers should share "The Big Idea" or theme for the lesson/sequence of lessons with students. Should the Big Idea have capital letters?
- The key information for the topic/lesson should be in knowledge organisers, these should be given to students at the start of every unit and referred to in the lessons where appropriate. Students are supported in lessons, as homework and for revision to use their knowledge organisers to support their learning. (See Appendix 5)
- Lessons will use a range of learning activities to engage students
- The teacher should review the starter task with the class before the main part of the lesson begins. (This is an opportunity for feedback and using green pen to annotate and correct answers – see Feedback section)
- Clear links to prior learning should take place so students understand where the lessons fit in the sequence of learning and the wider curriculum. Where possible this should be linked to the wider world and careers to increase the relevance of the learning.
- Learning expectations should be shared with students using Bronze, Silver and Gold (see planning for learning) statements and the school's bronze, silver and gold symbols.
- Teaching and learning activities throughout the lesson must be linked to the learning journey, enabling all students to make significant progress with their learning.

Learning symbols

- Throughout the lesson, teachers should use the standard learning symbols (see Appendix 2) to give students clear guidance about the expectation for that part of the lesson.
- Teachers should reinforce these expectations when they are used, explaining to students their meaning as needed, especially at the beginning of year seven.

Climate for learning

- Teachers should aim to create a safe environment in which students can build their resilience by taking risks with their learning. Teachers should encourage students to actively participate in lessons and risk getting answers wrong – promoting our value **Resilience**.
- Teachers will follow the disruption free learning policy to ensure students are on task and ready to learn fostering a positive and purposeful learning environment.
- Hands down targeted questioning will be adopted in all of lessons, with teachers making use of targeted questioning based on the ability, background and emerging needs of students. Positively advantaging spotlight students and supporting all students to contribute to lessons. (Seating plans will support teachers to achieve this)
- Teachers will use a wide range of techniques for supporting student progress such as the use of knowledge organisers, scaffolding, modelling techniques and approaches, directed questioning and allowing time for students to practice and develop ideas.
- Teachers will use praise including the use of merits, postcards and contact home to encourage and celebrate students' efforts and achievements with their learning.
- Teachers should support students to produce high quality work and ensure that it is

presented well – title, date etc.- promoting our value **Pride.**

Planning for progression

- Teachers should plan lessons or sequences of lessons that deliver the curriculum for their subject areas and are planned so that students are learning the appropriate skills and knowledge for the end points in the curriculum and will be successful in assessments. This includes literacy, numeracy, equalities and diversity and cultural capital.
- Bronze, silver and gold will be central to the planning of every lesson and reflect the learning outcomes.
- From Bronze through to Gold there should be increasing challenge/cognitive demand. These will be achieved by the use of appropriate command words, for example: *describe, explain, apply*.
- Statements should be structured in such a way that will enable all students to make significant progress in each lesson and over a sequence of lessons. Scaffolding and support should be in place to enable all students to achieve Gold.
- Lessons will be planned with clear structure and reflect curriculum maps.
- Curriculum maps will ensure that key skills are re-visited and built upon, ensuring progression from the end of KS2 to the end of A-Levels.

4. Feedback

Teachers should use, as much feedback as possible and use lesson time to provide in the moment effective feedback that enables students to move their learning forward and make progress. There is no fixed definition of frequency regarding feedback; is in response to students needs to support them to progress in the moment. However, in this policy we outline the formal feedback processes and the ways in which teachers use feedback to develop student's knowledge and skills. The colour of feedback at Waingels is green- Feedback sheets will be printed on green paper; whole class feedback slides should have a green background and students should respond to feedback in green pen.

- Teachers will provide students with regular, in-class feedback, usually verbal about the progress they are making This will include commenting on students on going work in the lesson as well as feedback about work done outside of the lesson.
- Feedback can be individual, small class or whole class based on the work in or out of class. This feedback will normally be verbal feedback. Feedback can also come from peers in the form of peer assessment.
- Written feedback should be accessible to, and understood by, the students.
- Students should use feedback to amend and improve their work as directed by the teacher. This should be done in green pen so that students can identify the areas that they have improved, and overtime this demonstrates progress made. The corrections that student make to their work might include marking, annotating and correcting work as well as re-drafting and adding in missing details.
- When improving work, students should cross out work that they no longer wish to use and should not scribble or use tipex as this will enable them and their teacher to see how their thinking has changed over a period of time.

Using feedback to support students to make progress

- Teachers will talk to students about their work and make ongoing judgements about the progress being made in lessons and over a sequence of lessons. Where appropriate, Bronze, Silver and Gold statements will be used to communicate to students the progress made in lessons.
- Where students are showing that that they are not making progress in line with teacher's expectations the teacher will provide the first stage of intervention by adapting lesson resources and differentiation to enable students to make progress. This will include intervention in a lesson, changing the shape of the learning to respond to students' needs; providing feedback at the start of the lesson to a wider group of students or direct intervention as a student is working.

Use of Best Workbooks and Exercise Books

- Exercise books or appropriate alternatives will contain students ongoing work, homework and notes from lessons. As students are encouraged to improve work and update work as they go along, these books will contain work that is crossed out and changed over time. Whilst students should always make an effort to present their work to the best of their ability, this book will not always be the neatest work but work that shows the process of learning.
- Best Workbooks should be used for specific tasks which are common to all students in a subject. These tasks might be planned to or endpoint in the curriculum. These tasks should be the best representation of students work for that subject and will be sent home for review by parents.

Formative Feedback - Best Workbooks

- Formative, written feedback should be given for all best workbook tasks.
- This feedback should clearly indicate to the student what they did well and the areas for improvement bases on the assessment criteria.
- Best workbook tasks will be clearly identified in curriculum maps and will be consistently

used by all teachers in a department.

- For most subjects, there will be 3-4 pieces of work per year group per year. (Appendix 6)
- Departments will use departmental time for collaborative planning, moderation and review of tasks, including the planning of next steps.
- Heads of subject and TLR holders will co-ordinate the setting of tasks and quality assurance to ensure there is a progression of demand over a year and the tasks are suitably robust and engaging.
- Students will be given the chance to improve their work as a response to the feedback, including re-drafting sections of work or entire pieces of work. They will do this in green pen.
- Best Workbook Tasks should be sent home to parents throughout the year and parents invited to add their comments to the work this is one of the main ways we feedback progress to parents/carers.
- Books will be passed on at the end of each year to the teacher of the class so that there is a record of their progress overtime.
- Due to the nature of the different subjects, it is not possible to adopt a "one size" fits all approach to feedback. This may be due to the number of lessons or the way of working in a particular subject. The following table indicates how each department will use formative feedback for their learners where it deviates from the details outlined in the policy. (Appendix 6)

5. Assessment

Effective assessment enables us to make considered judgements about how students are progressing on the curriculum and the effectiveness of teaching and learning, the performance of teachers in both teams and individual contexts and to evaluate our curriculum. Assessment for learning gives teachers key information about what students do/don't know/can/can't do and amend planning accordingly. At a whole school level, we use assessment data to set whole school targets and to track key groups and individual students; to ensure that progress occurs, and specific needs are met, thus enabling us to adapt teaching and the curriculum to ensure the best outcomes for our students. It should enable us to reflect and celebrate through effective feedback to the intended audience.

Expectations for progress at Key Stage 3 are determined by Departments. Each subject department will base their assessment criteria on students' progress through the curriculum, assessing the specific knowledge, skills and understanding expected by students in each year group; ensuring that students have to appropriate knowledge and skills to continue with the qualification in KS4. At KS4 progress will be measured against external assessment criteria. (For more detail please see the Assessment policy)

Wherever students are being assessed teachers should ensure that students have been fully prepared for the assessment and that they have covered the knowledge and skills that will enable them to be successful. Knowledge organisers and other revision material should be put on Satchel one ensuring that students have sufficient time and opportunity to ready themselves effectively for the assessment.

Assessment for Learning

Teachers will, continually assess students' learning, seeking feedback from and giving feedback to learners. This ensures that students know what they need to do to improve and allows teachers to adjust their planning for future learning. Teacher assessment will be a mixture of ongoing formative assessment and summative assessment, all of which will be used to, identify successes and plan appropriate intervention where students fall behind expectation

Formative Assessment

Formative assessment takes place throughout lessons at key points and is used to adapt subsequent teaching. This might be done through; Hand down targeted questioning, on-going feedback (see Feedback section) and students will be given an opportunity to respond to this feedback by improving or re-drafting their work in green pen. Students will receive written formative assessment in Best book tasks

Summative Assessment

Summative assessments will be carried out at regular intervals throughout the year. They will cumulatively assess students the curriculum that they have studied. They will be used to generate grades and as progress markers. We use them to track student's progress overtime. They will also be used to support formative assessment, with teachers planning appropriate intervention and improvement work based on their results. This will include re-teaching of content and/or revisiting concepts and skills. Summative assessment can be tests, practical work, best workbooks or other subject specific and appropriate ways of assessing students to give them a grade that indicates the progress that they have made in the curriculum that they have studied.

Heads of subject will monitor the use of summative assessments for this purpose and use summative assessments along with other assessments to identify gaps in knowledge, skills and content that need to

be addressed by key groups and/or across the whole department and use this information to inform changes to the departmental curriculum plan for the year and future changes to schemes of work.

Heads of subject will co-ordinate the setting of summative assessments throughout the academic year, in line with the assessment calendar. Teachers will be responsible for providing students fair and equal access to summative assessments, including for those students who miss the original sitting.

All assessments will follow these core principles:

- Students should know in advance what they are being assessed on (the topic / type of questions)
    - Assessments should take place in lessons and last 45 minutes
    - Access arrangements should be put in place where possible
    - The assessment
    - All students should complete the same assessment (except for subjects where tiers are applicable)
    - Revision materials must be shared with students on Satchel One (considering the needs / barriers for spotlight students)

  Staff should post Assessment on Satchel One:
    - The title should be Assessment: XXXXXXXXXXX
    - which lesson your class will sit their assessment
    - what the assessment is on
    - how students should be revising

  Parents will be written to during the assessment window and will be informed that they will be able to find information about assessments on Satchel One

Supporting SEND students with Summative assessments

Teachers will use summative assessments to provide evidence to the inclusion and intervention department to support applications for special consideration for external examinations. Where possible students should be given appropriate exam concessions in summative assessment for example, extra time for in-class assessments, the teacher reading for the students, use of a reading pen, prompts etc. Where this is not possible then this should be taken into consideration in the mark awarded to the student and the test paper will be annotated and used as evidence for special exam consideration. KS3 grades will be reported in line with the Waingels assessment policy using the H1-L3 scale, KS4 grades will be reported using the 9-1 scale. For sixth form, these grades will be A*-U. For Btec subjects the reported grades will follow the Btec grading system (merit, pass etc).

Assessment of Learning – summative judgements that describe achievement at the end point of a unit / module / course, or at planned times during the school year which will be cumulative assessments of the curriculum taught up to that point. It is designed to:

- To track students' progress from their starting points and common assessment points
- To measure students' achievement against national standards
- To inform reports on achievement to students themselves and their parents
- To hold teachers and leaders to account

6. KS5 Waingels Way

Quality first teaching and learning continues to underpin practice at KS5, and teachers will continue to plan lessons that disproportionately advantage spotlight students. All curricula at KS5 are designed and taught to reflect the specifications for all subjects. Teaching, Learning, Feedback and Assessment at KS5 continue to reflect that at KS3 and 4 however there is an increased focus on supporting students with the non-cognitive aspects of their learning and skilling them up to manage their own learning better. According to research greater engagement in academic behaviours, in turn, results in improved academic outcomes, including higher grades and test scores (Farrington et al., 2012; Snipes et al., 2012; Yeager & Walton, 2011). KS5 courses follow the framework of VESPA, Vision, Effort, Systems, Practice and Attitude.

- Vision – students know what they want to achieve
- Effort – Students organised their learning resources and their time
- Systems- Students organise their learning resources and time
- Practise- Students practise and develop their skills
- Attitude – Students Respond constructively to setbacks

See Appendix 7 for further details. This is also supported through our enrichment and pastoral curriculum, particularly in Year 12.

7. Monitoring teaching, learning, feedback and assessment

Tracking and monitoring

- Teachers are responsible for monitoring and tracking progress of their students on a lesson-by-lesson basis using the department curriculum and assessment criteria to ensure students are developing skills and acquiring the knowledge required to successful in their subject.
- Teachers will make holistic judgments about student progress based on formative and summative assessments and ongoing work; when appropriate this will be given to the Head of Subject for reporting purposes.
- Heads of subject are responsible for ensuring that accurate and timely assessments have taken place so that teachers can input accurate data for PR data drops. They should have clear guidance on how to use formative and summative assessment to make holistic judgments.
- Heads of subject will provide a system for recording key data of students' progress and ensure that teachers are providing data as shown in a departmental plan and assessing end points outlined in curriculum maps.
- Heads of subject will decide how the data from assessment will be used to monitor and evaluate teaching and learning including curriculum (METALiC)

Supporting students to be successful in examinations and assessments.

- Supporting students to be successful with assessments is not teaching to the test. Students should not be given sight of the examination questions to be used in summative assessments and mocks.
- For mocks and whole year assessments, a timetable will be published to parents and students in advance, indicating when each assessment will take place.
- Heads of subjects and teachers are responsible for ensuring that students are thoroughly prepared for assessments.
- Students will be taught revision techniques, through lessons and tutor time at key points of the year.
- For KS4 and KS5 student's, further training in the revision skills needed to be

successful in external exams will be provided in lessons, the pastoral curriculum and using external agencies if appropriate.

- KS3 students will be supported to develop revision skills through the pastoral curriculum
- Some subjects will carry out walking, talking mocks for students in Year 11 and 13 to prepare them for the demands and expectations of external exams.

8. Monitoring - Teaching, learning, feedback and assessment policy

Monitoring of the policy will happen by leadership at all levels; this includes Senior leadership team, Middle leaders, TLR post holders and teachers. This will happen in formal processes, data analysis and informal day to day observations.

- All teaching staff have a teaching and learning performance management target, they are responsible for gathering evidence for this target throughout the year and will have two performance management observations which will provide teachers with an opportunity to demonstrate how they are working towards their target.
- Developmental Drop Ins – happen twice a year and look at key aspects of teaching, learning and feedback.
- Deep dives – look holistically at a department teaching, learning, feedback, assessment, curriculum and outcomes. Taking into consideration student voice, observations, work scrutinties and staff voice.
- METALiC – all leaders are required to carry out monitoring and evaluation of teaching and learning including curriculum. This might take the form of:
    - Learning walks
    - Work scrutiny
    - Line Management Meetings
    - Student Voice Panels
    - Lesson observations
    - Sharing good practice/ CPD (Continued Professional Development)

Governor monitoring;

- Reporting on Curriculum review strategy
- Deep dives; SLT reporting and discussions about focus for further Deep dives, sharing 30,60, 90-day impact summary
- DDI; SLT sharing reports on the monitoring of the Waingels Way, Bronze, Silver, Gold and SDP priorities
- Tracking and Progress monitoring; PR reporting and results
- All reporting to governors will ensure the impact of the policy on Spotlight Students is included (PP/SEND/EAL)

The Assistant Principal (teaching and learning) will be responsible for coordinating the monitoring of teaching and learning and assessment and for reporting to SLT, Governors and other key stakeholders.

Author: Laura Chislett
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Agreed at Full Governors Meeting – 4 February 2023
Policy to be reviewed every three years – next review January 2026

13. Links with other policies

This online safety policy is linked to our:

Assessment Policy

RSE Policy

PSHE Policy

Equalities Policy

Child protection and safeguarding policy

Behaviour policy

Staff disciplinary procedures

Data protection policy and privacy notices

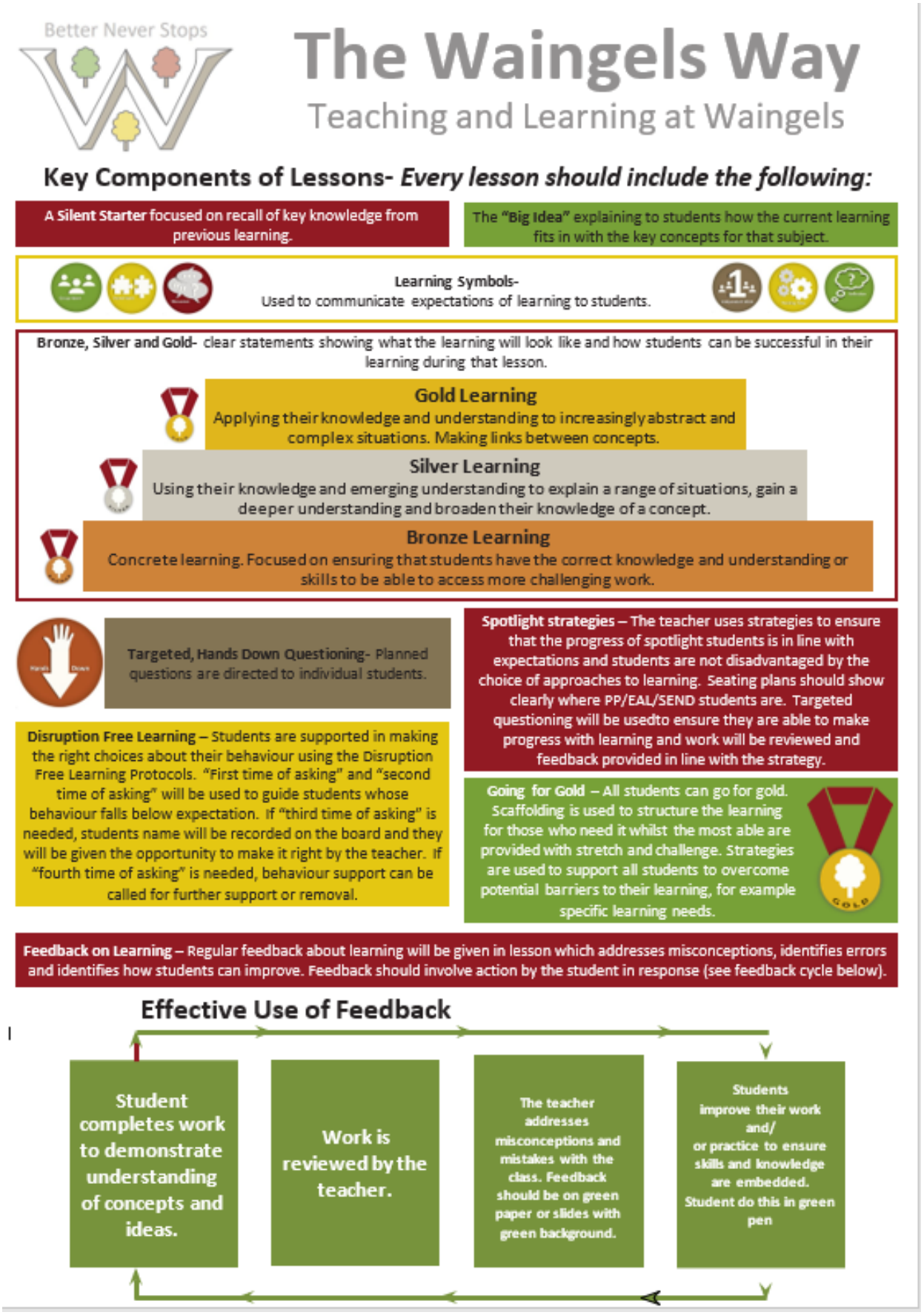
Complaints procedure

Acceptable use policy

Anti-Bullying policy

Appendix 1 – The Waingels Way

The diagram below illustrates the key components of lessons at Waingels and will distributed to all staff. 9standard operating procedures -SOPS)



Better Never Stops

The Waingels Way

Teaching and Learning at Waingels

In addition to the components above, teachers will support learning in the classroom by using the following approaches:

Helping Students to Remember

The use of a **silent starter** in each lesson where students have to use their short, medium and long term recall of knowledge.

Students will be guided about how to revise content for subjects and will be given sufficient opportunities to develop recall and knowledge retrieval.

Reading

Where students are required to read, a range of techniques will be used to enable all students to access and use challenging texts to support their learning, including predict-pick out – summarise, the use of bookmarks and pre-reading activities to help students understand what they will get from their reading.

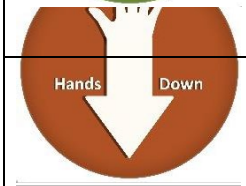
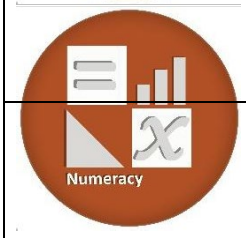
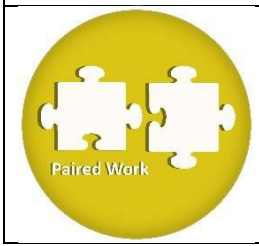
All subjects will provide opportunities to encourage students to read more widely and will promote reading through their teaching activities.

Literacy

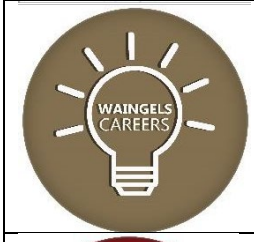
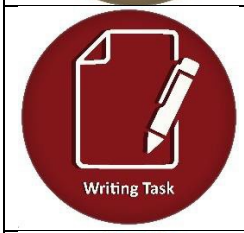
Literacy skills will be developed through a range of approaches including but not limited to:

- ABCQ model to promote structured discussion
- Vocabulary development – using recognised methods to enable students to develop their vocabulary and understand a wide range of unfamiliar words
- Use of standard English – when speaking or writing, students will be supported to use standard English, including the use of formal, detailed sentences.

Appendix 2: Teaching and Learning Symbols

	Discussion Used to indicate to students when discussion of ideas as a whole class or in groups is appropriate. Teachers should adopt the ABCQ model for discussions and/or ensure that students discussions skills are being developed.
	Group Work Used to indicate when activities and tasks should be carried out as a team or group. Teachers should ensure that students have guidance about how to work in a group and can develop skills such as taking it in turns to speak or adopting different roles.
	**Hands Down** Used to indicate when the teacher will use directed questioning, selecting students to answer specific questions, rather than calling out or putting hands up.
	Independent Work Independent work should ALWAYS be silent work.
	**Numeracy** Indicates where students are being given the opportunity to develop their numeracy skills. It is not meant to be used just to show that students are doing sums. Teachers should refer to the numeracy policy and/or numeracy ladders to support the use of this symbol.
	Feedback Indicates where students are being given feedback as a class or being asked to self or peer assess work.
	**Paired Work** Students should be encouraged to work in pairs rather than groups.

	Reflection Not just for the end of the lesson, this symbol indicates where students should take the time to review their work, check their understanding and improve work as needed or directed.

	Thinking Time Silent thinking – using the time to think about the concept or idea that has been explained or to plan their won strategy for solving a problem.
	**Waingels Careers** This symbol should be used to highlight anything that links to careers, this could be highlighting a career, or the way learning is used in different careers.
	**Writing task** Clearly indicates when students are expected to write, this often works well for more extended writing.
	Recall Students will need to remember previous work to complete a task or activity. It could also be used to show students when they are being taught techniques to help them remember.

	Bronze These indicates the lowest demand learning for the lesson. Bronze will often be concrete learning, possibly leading to some explanation and reasoning where appropriate. Teachers should structure lessons in a way that ensures all students can get beyond bronze.
	Silver This level of learning should build on bronze and be more cognitively challenging or demand a greater range of skills. It should not be more of the same. Silver statements will generally be about explaining and using knowledge obtained through Bronze. Teachers should structure lessons in a way that ensures all students can access silver.

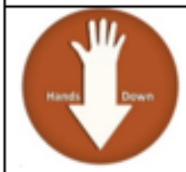
	Gold Gold statements are the most demanding, either cognitively, or challenging application of skills. The aim is that all students should aim for gold and lesson should be appropriately differentiated to allow students to attempt this. Gold learning will often involve applying knowledge and understanding to increasingly complex and abstract/unfamiliar situations.

Appendix 3: Spotlight Strategies

How to put the Spotlight on our disadvantaged and SEND students

- ✓ **Highlight the key information the students need to be successful**
  - **Knowledge organiser**
  - **Highlight on the board**
- ✓ **Make the questions clear**
- ✓ **Use model answers or give scaffolding support**
- ✓ **Use the literacy barriers resources**

This should be done in addition to using the additional needs register to support SEND students.

Symbol	Research	Strategies
	By ensuring feedback is specific, accurate and clear, we model correct work/processes where possible and appropriate, and we provide opportunities for learners to make improvements following feedback.	• Give regular feedback clear and specific for these students. They should be the first students that you go to **positively advantage SEND/PP students** • Get students to write corrections/ re-drafts in green pen
	Target questions to your SEND/PP students. It is important that your AFL techniques are assessing the understanding of these students as a priority.	• **Positively advantage SEND/PP students by** asking them questions that challenge them and build confidence.
	Literacy skills are the biggest barrier for disadvantaged students. [Links to discussion]	• Modelling and scaffolding **positively advantage SEND/PP students.** • Use the Frayerlab or vocablab models to support students with their vocabulary.
	Personal development/ cultural capital - cultural and arts opportunities to support the wider learning of pupil premium students. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.	• Having a broad and balanced curriculum which introduces students to rich cultural learning, promoting SMSC and diversity. This might be done by: o Examples/case studies o Vocabulary o Text choices o Topic themes o Trips Not assuming prior knowledge or experiences
	SEND/PP students may take longer to process the questions that you are asking. [Links to Hands down questioning]	• Share with students how long you are going to give them to think about their answers and explain why. • Encourage them to rehearse answers in their head.
	Memory is a big issue for many SEND/PP students. Recall is essential – research suggests that students need to be exposed to something 3 times and in different contexts for it to go int heir long term memory	• Waingels way – silent starter signpost where students can find the answers (knowledge organisers) to **positively advantage SEND/PP students** [Link to hands down targeted questioning.

	The most successful schools at closing the gap have high aspirations for SEND and PP students and students know what pathways are available to them.	• Promote the idea of social mobility and access to careers. Find out what these students' ambition are and plan lessons/ use contexts to **positively advantage SEND/PP students**
	Transferring skills from one area to another can be a challenge for SEND/PP students. Nationally areas of weakness are place value, estimation, and problem-solving skills.	• Model what you are asking to students to do this **positively advantage SEND/PP students** [Link to Paired work]
	Promote the use of metacognitive strategies are the strategies learners use to plan, monitor and evaluate their own learning.	• Give them guided tasks to support reflection Questions like: • What am I being asked to do? • Which strategies will I use? • Are there any strategies which I have used before that might be helpful? This will support all students and **positively advantage SEND/PP students**
	Support learners to identify the steps they need to be aware of as they go through a task to keep it on track. Modelling and explaining the strategies	• Provide scaffolding for students to have if they need it to **positively advantage SEND/PP students** • Make sure you have and use appropriate techniques for example Picking out key information, applying the information from a text to the work – **Pick out, Predict, Summarise**
	When learners are encouraged to work in pairs or small groups to provide each other with explicit teaching support and feedback, learners take on more responsibility for aspects of teaching and for evaluating their success.	• For more challenging tasks use paired work – pair students to **positively advantage SEND/PP students**
	Vocabulary gap and ability to articulate answers is a barrier for most disadvantaged students.	• Oracy good practice guide to **positively advantage SEND/PP students** • Model and scaffold - ABCQ
	Provides an opportunity for students to learn from each other. It promotes and builds inclusion within the classroom. Groups are also ways for children to learn core skills, such as oracy, listening, presenting, arguing effectively and compassionately, team-work and so on.	• Structured – with roles for different students or clear aims. This about the roles to **positively advantage SEND/PP students** • Make sure students know how they are going to feedback.

Strategies to Support Going for Gold

The aim of "Going for Gold" is to support all students to aim for Gold by providing appropriate resources, activities and differentiation, considering the range of learning needs.

Supporting Cognition and Learning:

- Font type - Calibri, comic sans
- Font Colour
- Supply Key Vocab
- Provide a checklist of tasks and expectations
- Provide a timer
- Consider giving pre-prepared notes to avoid some students having to write them down
- Sentence starters
- Scaffolding/writing frames for extended answers
- Enable students to record their ideas in different formats, not just writing.

Supporting Communication and Interaction:

- Visual cues
- Provide a glossary
- Thinking time
- Be aware of the number of information carrying words you are using when talking to students.
- Study buddies to repeat instructions and demonstrate tasks
- Start with an open question then support with framed questions, rather than starting with closed questions.
- Use talk frames e.g. First, next, on the other hand

Supporting students with social, emotional and mental health needs:

- Set clear, short-term goals
- Use rewards
- Provide "time out"
- If they are misbehaving, say what you want them to do, rather than what you don't want them to do.
- Label the behaviour not the person e.g. "bullying is not allowed in our school" rather than "you are bullying"
- Remind them of the rule, rather than telling them off for breaking it
- Language of choice

Appendix 4: Tier 2 Vocabulary

This is a list of suggested vocabulary which makes up tier 2. Tier 2 are words which are not subject specific, but which are not everyday use vocabulary. They are also words you are more likely to find in written English than in spoken English

Sub list 1

• sector	• research	• procedure	• occur
• available	• contract	• definition	• economic
• financial	• environment	• assume	• involved
• process	• export	• theory	• percent
• individual	• source	• benefit	• interpretation
• specific	• assessment	• evidence	• consistent
• principle	• policy	• established	• income
• estimate	• identified	• authority	• structure
• variables	• create	• major	• legal
• method	• derived	• issues	• concept
• data	• factors	• labour	• formula
• section	• distribution	• role	• period
• required	• function	• legislation	• context
• constitutional	• area	• indicate	• significant
• analysis	• approach	• response	• similar

Sub list 2

• community	• computer	• chapter	• focus
• resident	• items	• equation	• purchase
• range	• consumer	• appropriate	• injury
• construction	• achieve	• resources	• site
• strategies	• final	• participation	• journal
• elements	• positive	• survey	• primary
• previous	• evaluation	• potential	• complex
• conclusion	• assistance	• cultural	• institute
• security	• normal	• transfer	• investment
• aspects	• relevant	• select	• administration
• acquisition	• distinction	• credit	• maintenance
• features	• region	• affect	• design
• text	• traditional	• categories	• obtained
• commission	• impact	• perceived	• restricted
• regulations	• consequences	• sought	• conduct

Sub list 3

• Comments	• negative	• shift	• funds
• convention	• dominant	• deduction	• reliance
• published	• illustrated	• ensure	• physical
• framework	• outcomes	• specified	• partnership
• implies	• constant	• justification	• location
• link	• demonstrate	• corresponding	• component

• coordinate	• reaction	• maximum	• constraints
• alternative	• criteria	• circumstances	• technical
• initial	• minorities	• instance	• emphasis
• validity	• technology	• considerable	• scheme
• task	• philosophy	• sufficient	• layer
• techniques	• removed	• corporate	• volume
• excluded	• sex	• interaction	• document
• consent	• compensation	• contribution	• registered
• proportion	• sequence	• immigration	• core

Sub list 4

• overall	• despite	• hypothesis	• statistics
• emerged	• job	• professional	• option
• regime	• parameters	• status	• domestic
• implementation	• approximate	• conference	• output
• project	• label	• attributed	• access
• hence	• concentration	• annual	• code
• occupational	• principal	• obvious	• investigation
• internal	• series	• error	• phase
• goals	• predicted	• implications	• prior
• retained	• summary	• apparent	• granted
• sum	• attitudes	• commitment	• stress
• integration	• undertaken	• subsequent	• civil
• mechanism	• cycle	• debate	• contrast
• parallel	• communication	• dimensions	• resolution
• imposed	• ethnic	• promote	• adequate

Sub list 5

• alter	• exposure	• facilitate	• substitution
• stability	• decline	• welfare	• generated
• energy	• academic	• transition	• trend
• aware	• modified	• amendment	• revenue
• licence	• external	• logic	• compounds
• enforcement	• psychology	• rejected	• evolution
• draft	• fundamental	• expansion	• conflict
• styles	• adjustment	• clause	• image
• precise	• ratio	• prime	• discretion
• medical	• whereas	• target	• entities
• pursue	• enable	• objective	• orientation
• symbolic	• version	• sustainable	• consultation
• marginal	• perspective	• equivalent	• mental
• capacity	• contact	• liberal	• monitoring
• generation	• network	• notion	• challenge

Sub list 6

• intelligence	• nevertheless	• display	• gender
• transformation	• transport	• incentive	• underlying
• presumption	• cited	• inhibition	• brief
• acknowledged	• fees	• trace	• domain
• utility	• scope	• ignored	• rational
• furthermore	• enhanced	• incidence	• minimum
• accurate	• incorporated	• estate	• interval
• diversity	• instructions	• cooperative	• neutral
• attached	• subsidiary	• revealed	• migration
• recovery	• input	• index	• flexibility
• assigned	• abstract	• lecture	• federal
• tapes	• ministry	• discrimination	• author
• motivation	• capable	• overseas	• initiatives
• bond	• expert	• explicit	• allocation
• edition	• preceding	• aggregate	• exceed

Sub list 7

• intervention	• solely	• advocate	• priority
• confirmed	• deny	• dynamic	• empirical
• definite	• identical	• simulation	• ideology
• classical	• submitted	• topic	• somewhat
• chemical	• grade	• insert	• aid
• voluntary	• phenomenon	• reverse	• foundation
• release	• paradigm	• decades	• adults
• visible	• ultimately	• comprise	• adaptation
• finite	• extract	• hierarchical	• quotation
• publication	• survive	• unique	• contrary
• channel	• converted	• comprehensive	• media
• file	• transmission	• couple	• successive
• thesis	• global	• mode	• innovation
• equipment	• inferred	• differentiation	• prohibited
• disposal	• guarantee	• eliminate	• Isolated

Sub list 8

• highlighted	• detected	• ambiguous	• deviation
• eventually	• abandon	• vehicle	• fluctuations
• inspection	• random	• clarity	• restore
• termination	• revision	• conformity	• guidelines
• displacement	• virtually	• contemporary	• commodity
• arbitrary	• uniform	• automatically	• minimises
• reinforced	• predominantly	• accumulation	• practitioners
• denote	• thereby	• appendix	• radical
• offset	• implicit	• widespread	• plus
• exploitation	• tension	• infrastructure	• visual
• chart	• currency	• induced	• exhibit

• appreciation • prospect • dramatic • contradiction	• inevitably • complement • accompany • paragraph	• schedule • intensity • crucial • via	• bias • manipulation • theme • nuclear

Sub list 9

• bulk • behalf • unified • commenced • erosion • anticipated • minimal • ceases • vision • mutual • norms • intermediate • manual • supplementary • incompatible	• concurrent • ethical • preliminary • integral • conversely • relaxed • confined • accommodation • temporary • distorted • passive • subordinate • analogous • military • scenario	• revolution • diminished • coherence • suspended • mature • assurance • rigid • controversy • sphere • mediation • format • trigger • qualitative • portion • medium	• coincide • violation • device • insights • refine • devoted • team • overlap • attained • restraints • inherent • route • protocol • founded • duration

Sub list 10

• whereby • inclination • encountered • convinced • assembly • albeit • enormous • reluctant	• posed • persistent • undergo • notwithstanding • straightforward • panel • odd • intrinsic	• forthcoming • conceived • depression • collapse • compiled • adjacent • integrity	• ongoing • so-called • likewise • nonetheless • levy • invoked • colleagues

Better Never Stops

How to use a Knowledge Organiser: Step by Step Guide

	Look, Cover, Write, Check	Definitions of Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	Look at and study a specific area of your KO.	Write down the key words and definitions.	Use your KO to condense and write down key facts or information onto flash cards.	Use your KO to create a mini quiz. Write down your questions using your KO.	Create a mind map with all the information you can remember from your KO.	Ask a friend or family member to have the KO or flash cards in their hands.
Step 2	Cover or flip the KO over and write down everything you can remember.	Try not to use your KO to help you.	Add pictures to help support. Then self-quiz using the flash cards. You could write questions on one side, and answers on the other!	Answer the questions and remember to use full sentences.	Check your KO to see if there are any mistakes on your mind map.	They can test you by asking you questions on different sections of your KO.
Step 3	Check what you have written down. Correct any mistakes in green pen and add anything you have missed. Repeat.	Use your green pen to check your work.	Ask a friend or family member to quiz you on the knowledge.	Ask a friend of family member to quiz you using the questions.	Try to make connections, linking the information together.	Write down your answers.

Appendix 6- Departmental Approach to Formative Feedback work.

Due to the nature of the different subjects, it is not possible to adopt a "one size" fits all approach to feedback. This may be due to the number of lessons or the way of working in a particular subject. The following table indicates how each department will use formative feedback for their learners where it deviates from the details outlined in the policy. BTEC subjects give feedback given in line with the exam board requirements, not using the extra book. English, Philosophy and Ethics and Biology A levels use best workbooks, but other subjects give formative feedback in the best way for that particular subject.

Key stage 3 Best work book assessments

	HT1 Mid	HT1 KA	HT2 Mid	HT2 KA	HT3 Mid	HT3 KA	HT4 Mid	HT4 KA	HT5 Mid	HT5 KA	HT6 Mid	HT6 KA
Art and Design*		X			X			X			X	
Beliefs & Life		X		X		X		X		X		X
Computer Sci	Formative feedback is done online and stored in the student's folders. Best work books are being introduced 22-23											
Drama and Media (Y 9 Only)	No written feedback used at KS3. Verbal feedback is recorded in project booklets.											
English	X	X	X	X	X	X	X	X	X	X	X	X
food	As classes only seen for ½ the Y, only 2 pieces of work will be given formative, written feedback.											
Geography		X	X		X			X		X		
History	X			X		X		X		X		X
Maths			X		X		X			X		
MFL	X		X				X		X			
Music	No written feedback used at KS3. Verbal feedback is recorded in project booklets.											
Science		x		x		x		x		x		X

Key stage 4 Best workbook assessments

		HT1 Mid	HT1 KA	HT2 Mid	HT2 KA	HT3 Mid	HT3 KA	HT4 Mid	HT4 KA	HT5 Mid	HT5 KA	HT6 Mid	HT6 KA
Art and Design *	Y 10				X				X			X	
	Y 11				X		X		X				
Beliefs & Life	KS4		X		X		X		X		X		X
	(YR 11-2022-2023 are working in exercise books)												
Business & Economics**			X		X		X		X		X		X
Computer Science	Formative feedback is done online and stored in the student's folders. Introducing best workbooks 22-23												
Drama	KS4				X	X		X				X	
English	Y 10	X	X	X	X	X	X	X	X	X	X		
	Y 11	X	X	X	X	X	X						
Food	Y 10 (Y 11 NEA)	X	X	X	X	X	X	X	X	X	X	X	X
Geography	Y 10		X		X		X		X		X		X
	Y 11		X		X		X		X				
History	Y 10		X		X		X		X		X		X
	Y 11		X		X		X		X				
Maths	KS4			X		X		X			X		
Media	KS4				X				X				
MFL	Y 10	X		X				X				X	
	Y 11	X		X		X		X					
Music	Y 10			X				X		X		X	
	Y 11			X		X		X					
PE (GCSE)	Y 10	X	X	X				X		X		X	
	Y 11	X				X		X					
Sport Science (Cambridge Nat)	Y 10	X						X		X		X	
	Y 11	X				X							
Psychology	Y 10	X			X	X			X	X			X
	Y 11	X					X		X		X		
Religious Studies GCSE	Y 10			X	X				X				X
	Y 11		X		X		X		X		X		
Science	Y 10		X		X				X				X
	Y 11		x		x		x		x				

- Feedback in sketch book rather than in a separate book **They use folders rather than books

Appendix 7 – KS5 Waingels Way VESPA

Sixth Form

The Waingels Way

Key Stage 5 Teaching and Learning at Waingels

Teaching and Learning practice at Waingels is designed to embed and foster a Sixth Form student Mindset. Behaviours, habits and attitudes to study are key to student success. The following principles consider the role of subjects in developing these in our students. All Level 3 courses at Waingels will include the following:

Vision Students know what they want to achieve	Regular and timely links to careers associated or facilitated by the subject. Support students in setting personal goals for success in the subject. Make use of outside agencies, technology, trips or enrichment opportunities. Encouraging students to understand the ideas or wider concepts beyond the syllabus Share and foster a passion for your subject.
Effort Students put in many hours of proactive independent study	Subject teachers work collaboratively to set clear and manageable tasks for students to complete independently and embed wider reading and super-curricular opportunities within this work. Consider scaffolding to support and extensions to stretch and challenge students in their independent work
Systems Students organise their learning resources and their time	Subjects to provide a checklist for folder organisation at the start of the academic year, including a section for marked student work and feedback where this is kept by the student. Regular folder checks to ensure they are kept up to date Subject teachers to work collaboratively to manage number and frequency of deadlines to ensure workload is manageable For assignments/coursework with a long deadlines support students in breaking these down and managing their time. Students should be given a topic checklist or assignment brief for each unit of the syllabus, including key terminology for the unit. Work should be set using Satchel One (*or linked to Satchel One via Google Classroom)
Practice Students practise and develop their skills	Subjects will ensure that there is scaffolding in place, particularly in term 1 of Year 12 during which: • Subject skills are signposted and supported • Unit selection and progress related expectations and assessments are considered • Teachers use low stakes testing to identify gaps in students foundational skills and/or knowledge • Links are made to Summer preparation work Use specialised language and make links to the mark scheme in class discussion and questioning– eg 'to demonstrate analysis you should…..', 'to get an A/Distinction you should….' Make use of exemplar work, mark schemes and grade descriptors when preparing for formally examined work.
Attitude Students respond constructively to set backs	Teachers should include opportunities for students to reflect on and critique their own work. Where possible teachers should allow time for 1-1 tutorial style sessions when giving feedback. Develop a subject based feedback cycle where students have opportunities to close gaps in skills and knowledge in past or future work Encourage students to set their own targets for progression based on feedback Scaffolding provided to support weaker students

All teachers within the subject should be working together so that the students' experience is consistent between their subject teachers.

Supportive Resources

unifrog

PiXL
partners in excellence

JSTOR

Preparing Students for Bright Futures

Policy: Teaching, Learning, feedback and assessment
Author: Mrs L Chislett
Date:13/12/2022
Reviewer: R Ellis
Policy checklist

Protected characteristics as outlined in 2010 Equalities Act

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Does the policy have any positive or negative implications for people with protected characteristics? Yes/ No

Comment: it positively disadvantages any students that might have a Special education need as a result of disability

Are there any inequality implications of this policy?

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

No

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (