



Ashfield Boys' High School

Teaching, Learning & Assessment Policy

2020-2021

Effective teaching & learning lies at the heart of Ashfield Boys' High School and is indeed its core business. Teachers seek to create an appetite for learning that endures beyond school and into adult life.

Effective teaching and learning, which is central to the life of the school, depends, among other things, on the quality of relationships both inside and outside the classroom and the quality of communication between our boys, staff, parents and others in the development of a secure and stimulating learning environment in which all can prosper. This policy therefore has particularly strong links to the school's Pastoral Care Policy, Behaviour Management Policy, Anti-Bullying Policy and SEN Policy.

Rationale

The purpose of the policy is to create a shared understanding of the principles underpinning effective teaching & learning. Such shared understanding should encourage the implementation of consistent teaching & learning strategies based on agreed best practice, enabling each of our boys to achieve their full potential.

Based on staff professional knowledge, training and understanding as well as an awareness of current research-based evidence into high-quality teaching & learning, Ashfield Boys' High School has identified six key principles which shape its pursuit of consistency in teaching & learning in the classroom. These six principles are:

- Stretch and Challenge for ALL pupils;
- Effective Questioning;
- Effective Modelling;
- Scaffolding;
- Independent Practice;
- Robust Assessment and Feedback.

Aims

The aims of our Teaching & Learning Policy in Ashfield Boys' High School are consistent with the aims of 'Every School a Good School' and 'Together Towards Improvement' Therefore our task is to:

- ensure the delivery of the Northern Ireland Curriculum;
- ensure that our boys are exposed to the highest quality teaching & learning experiences which stretch and challenge them, allowing them to meet their learning intentions in lessons;

- ensure that our boys have a positive and stimulating learning experience which enables them to achieve their potential at the highest possible level;
- equip our boys with the skills necessary to have a positive influence on their lives now and in the future;
- inspire our boys to become well-rounded individuals as well as contributors to society and the economy;
- encourage our boys to take responsibility for their own learning and actively work to enable them to become independent learners;
- ensure that our teachers are dedicated to improving learning through their commitment, enthusiasm and positive relationships with our boys, parents and colleagues;
- prioritise quality professional development opportunities for all teachers;
- ensure that our teachers use strategies that cater for effective differentiation in the classroom, thus ensuring a personalised approach to learning which allows all boys to learn effectively and to a high level;
- ensure that all forms of our boys' records and data are used effectively to inform teaching & learning and to promote improvement;
- ensure that boys with special educational needs are identified, supported and offered early intervention to assist their performance and enable them to reach their full potential;
- ensure that self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement; and ensure that systems and structures are in place to closely monitor the quality of teaching & learning through **careful curriculum planning, learning walks amongst departments, department work moderation & tracking of boys' progress;**
- develop our boys' ability to peer and self-assess and to take accountability for reviewing their work and progress.

Planning

Heads of Department have overall responsibility for Schemes of Work within their subject area while all teachers have a professional responsibility to contribute to their development.

The school recognises that Schemes of Work are 'working documents' which may evolve and develop as the sharing of good practice, in particular, highlights effective strategies to enhance our boys' learning.

All staff are expected to plan their lessons in advance, ensuring that they include a range of appropriately challenging and enjoyable activities suited to the needs, interests and aptitudes of the boys in the class. The lessons create high expectations of the boys. They

recognise the importance of creating opportunities for boys to develop thinking skills and the cross-curricular skills of literacy, numeracy and ICT within the context of enhancing subject knowledge.

Classroom Assistants make an invaluable contribution to the learning environment, both inside and outside the classroom. In their planning, teachers consider the role of the learning support staff, taking account of Individual Education Plans (IEPs) where relevant, so that, through their collaboration, effective learning takes place. Each teacher has access to the Individual Education Plans for all children on the SEN spectrum. Each member of staff also receives individualised strategies for supporting each pupil with particular needs in their classes. Training on particular conditions e.g. dyslexia, Asperger's Syndrome, visual and hearing impairment is commonplace.

During any extended period of school closure where boys are taught via online learning, lessons should be planned following the protocol in Appendix G. Any live on-line/ streamed lessons should be delivered following the protocol in Appendix H.

Professional Development of Staff

The Sutton Report into 'What makes great teaching?' (2014) highlights the fact that the subject knowledge of teaching staff has one of the strongest impacts on pupil outcomes.

Therefore, staff should be able to avail of opportunities to keep abreast of latest research and developments in their subject area through well-conceived and effective professional development opportunities.

Additionally, exposure to professional development activities which reinforce effective approaches to high quality instruction in the classroom is crucial. Consequently, the school seeks to provide the following professional development opportunities where possible:

- attendance at CCEA events and agreement trials, as appropriate;
- attendance at subject-specific courses and conferences;
- in-house training on teaching & learning;
- use of external agencies to provide bespoke training linked to School Development Plan priorities;
- bespoke training in collaboration with the Education Authority;
- sharing with leading practitioners in other schools / institutions.

Quality of Instruction in the Classroom

Similarly, the Sutton Report into ‘What makes great teaching?’ (2014) highlights the quality of instruction in the classroom as having a strong impact on pupil outcomes.

Ashfield Boys’ High School believes that this is at the core of its commitment to our boys. Following exploration of evidence-based research and training the school has identified six principles which will encompass its pursuit of high-quality teaching & learning in the classroom:

- 1: Effective Teaching & Learning must be embedded within a constant and unrelenting framework of **‘Stretch and Challenge’**;
- 2: Effective Teaching & Learning will be facilitated greatly by planning for, and embedding, **effective questioning** within the classroom;
- 3: Effective Teaching & Learning requires **effective modelling**, breaking complex processes into steps, providing time to check understanding and making sure boys have opportunities to ask questions;
- 4: High Challenge Activities to support effective Teaching & Learning in the classroom will act as a **scaffold** to allow our boys to reach our high expectations;
- 5: Effective Teaching & Learning should allow for **(monitored) independent practice** to allow for mastery through differentiation by outcome;
- 6: **Formative assessment and feedback** will help plan for, implement and evaluate effective Teaching & Learning strategies.

All classroom approaches, including differentiation strategies, should be framed around these principles. (See Appendix A)

Assessment for Learning

In line with our six principles, Ashfield Boys' High School believes that Assessment for Learning is an effective strategy to enhance learning and improve performance. It is a process which gives our boys more control over their learning by helping them to identify where they are in their learning, what they need to do next and how they can improve. Therefore, it is important to observe the characteristics of Assessment for Learning and make it central to practice.

Learning Intentions should be clearly shared with all boys and ***success criteria*** established to highlight the key stages of the learning, so that boys are clear about what it is they are going to learn, and what steps they must take to achieve the learning objectives.

Teachers use ***effective questioning*** carefully so that they relate to the chosen learning intentions and success criteria, and encourage boys to think creatively and deeply, moving from surface knowledge to deep knowledge. (LOTS & HOTS) (See Appendix B)

A range of assessment strategies allows teachers to give meaningful oral and written feedback to boys so that they are clear about how they can improve. In Ashfield ***marking for improvement*** takes place (a minimum of one piece of boys' work per half term). **What went well** shows strengths in our boys' work. **Even better if** gives constructive feedback on how to improve their mark/grade/technique (www.ebi). Boys are given opportunities to engage in self and peer assessment and they are encouraged to become independent learners.

Sharing of best practice across the school takes place effectively throughout the year through Learning Walks and showcase sessions. The purpose is to enhance the teaching & learning opportunities within the classroom and gain invaluable teaching strategies from other colleagues of what works best for our boys.

Mapping My Progress is placed in every boy's workbook/folder. This shows the boy's target in each subject and maps their assessment scores throughout the year (November, February & May) Constructive feedback is also included. (See Appendix C)

Peer/Self assessment is another strategy which you will see within Ashfield, boys will highlight corrections within their work books/folders in green pen.

BTEC & Occupational Studies follow a similar strategy which is in place for evaluation.

Formative & Summative Assessment

In keeping with the principles of Assessment for Learning, it is the school's policy that boys are assessed on a regular basis, both through homework and through class-based continuous assessment tasks. Assessment enables us to celebrate talents, progress and achievements and guides our boys to fulfil their potential. At Ashfield, we aim for assessment to be an integral part of the whole curriculum planning, providing continuity and supporting the boys' achievement. Assessment is a vehicle whereby teachers can review the effectiveness of teaching & learning, identify underachievement and excellence and encourage a positive approach to learning.

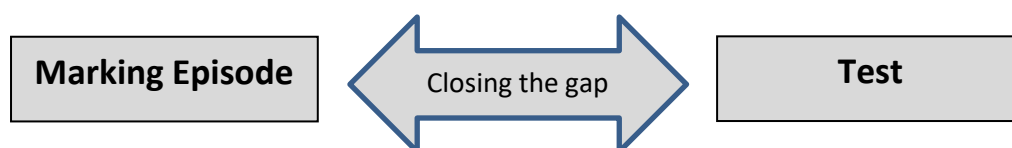
Assessment will not only fuel effective planning, but also allow our boys to be aware of their previous attainment and improve upon it. Thus it is an avenue through which standards can be raised year on year.

Our school believes that the use of both summative & formative assessments are characteristic of good practice and form part of our assessment culture.

FORMATIVE assessment is Assessment FOR Learning (AFL). It is ongoing and provides evidence of and progression in learning. It supports learning through identifying difficulties, providing feedback and highlighting future learning priorities for our boys. AFL culture in ABHS embraces the notion that everyone can have areas for improvement, even those boys that have excelled. With its emphasis on effort rather than ability, supportive feedback builds self-confidence and sends a message to our boys that everyone can improve. Examples include: questioning, feedback, a piece of homework, peer assessment, self-assessment, analysis of tests or marking for improvement.

SUMMATIVE assessment is Assessment OF Learning (AOL). It is used mainly to measure performance and clearly identifies a standard of our boys' attainment. It is carried out at the end of a period of learning. Examples include a portfolio, a completed assignment, an oral presentation, a test, a task or experiment under controlled conditions or internal/external examinations.

Effective formative assessment, with constructive feedback, can help set targets for our boys. This will, in turn improve summative assessments and 'Close the Gap' by taking their learning forward.



External Qualification Alternative Assessment Arrangements

As a result of the COVID pandemic, examination awarding bodies have developed and implemented alternative awarding arrangements for the 2020-21 series comprising of Centre Determined Grades awarded using evidence based teacher judgements. Some detail on the evidence types used is include below, please refer to the specific Centre policy for further detail.

- **CCEA Qualifications**

Ashfield Boys' High School will use the following candidate evidence in arriving at Centre Determined Grades. As a Centre, and following our recent CCEA training and guidance issued, we believe that these are good indicators of pupil performance, particularly if taken under high control conditions. The following are not in any order of priority.

CCEA assessment resources –these assessments / parts of the assessment will provide strong evidence of the standard of student performance. *(high level of control – strong evidence)*

Performance in mock examinations - elements / specific past paper questions have been incorporated into our mock exams and sat in class / examination hall supervised by staff and or examination co-orinator(s) – *(high level of control – strong evidence)*

Performance in any controlled assessments/coursework or other assessments required for the qualification – *(high level of control – strong evidence)*

Performance in class assessments and or end of Unit Assessments utilisng Past Paper Questions – A series of such assessments, done under high control conditions and covering the breadth of content taught, should provide good evidence of student performance. Many class tests will be recorded as a mark or percentage, therefore, staff will ensure there is a consistent approach in mapping these to relevant grades. *(if used as a series of evidence – displaying breadth and set as high control tests / then we believe these types of assessments provide strong evidence - high level of control – strong evidence)*

Students who have already sat GCSE units prior to Summer 2021 - notional unit grades in that subject may be used as evidence *(high level of control – strong evidence)*

Records of each student's performance throughout their study – This includes, for example, progress review / tracking data, classwork, bookwork and / or participation in practicals. *(we believe that this evidence is best utilised as supplementary / supportive evidence – medium level of control)*

Performance in other class assessments, homework or other work submitted throughout their study – this may consist of a variety of evidence types, produced under different conditions. Evidence of this kind is unlikely to form a strong evidence base on its own, however, it may be used to supplement and grades awarded. *(supplementary / supportive evidence – medium level of control)*

TEACHING STRATEGIES

A truism for boys is 'tell me and I will forget it; show me and I will remember it; involve me and I will understand it'. (Global Study for Teaching Boys)

A selection of the following strategies will be seen in lessons throughout ABHS:

- Effective starter activities to engage boys as they enter the classroom;
- Clearly communicated and shared Learning Intentions;
- Success Criteria which is differentiated and determines what exactly is required (see Appendix D for template);
- Connecting the learning to the 'Big Picture';
- Effective questioning to deepen boys' learning and extend participation to all.
Some techniques used are:
 - Thinking time
 - 'Hands Down'
 - Think, Pair, Share
 - Mini whiteboards
 - Triptico;
- Differentiated tasks to suit all learners of all abilities including special educational needs (See Appendix E for Differentiation Bookmark);
- Effective modelling, scaffolding and independent practice;
- Plenary session to consolidate learning and help teachers assess the extent to which the learning intentions are achieved;
- Opportunities for boys to evaluate their own progress and achievement. May be seen through RAG evaluations/end of unit assessments;
- Full use of the ABHS Positive Behaviour Policy (3C's & Credit system) and
- Embedding literacy (see Appendix F), numeracy (where applicable) and ICT to enhance teaching and learning in all subject areas.

Classroom Atmosphere

The setting of high expectations for all boys is paramount at ABHS. Aspiration and expectation will be a key feature of every lesson, every day.

Furthermore, a positive rapport between teachers and boys will enhance effective learning habits. There should always be mutual respect and courtesy whilst ensuring that the following requirements are met.

- A warm, structured and positive atmosphere is key in providing an effective and secure learning environment for our boys.
- All members of staff must maintain our agreed standards for them to be effective.
- Boys must also be fully aware of any behaviour procedures that involve them.

- Boys need to be aware of and appreciate that acceptable standards are expected within the school and travelling to and from school.
- Boys need to know the requirements set by each department or each teacher within the classroom.
- If they have this awareness and knowledge, then they know when they have overstepped these predefined limits.
- Boys will be made aware of these standards at the beginning of the school year.
- It is important that all members of staff uphold the principles and structures of the school's Promoting Positive Behaviour Policy.

What you should expect from an Ashfield Boy

Whilst any school is a dynamic environment, and our boys are individuals and should be respected as individuals, it is important that they display the school's core values and that we should have the following minimum expectations of them.

- Accept responsibility for their own learning and develop the skills of working independently. This includes coming to school on time and being fully prepared for all lessons.
- Show respect to others
- Be prepared to listen and learn
- Seek help if they do not understand or are in difficulties.
- Follow the school's code of conduct.
- Accept responsibility for their own behaviour.
- Work to the best of their ability
- Wear full school uniform
- Follow and adhere to all school rules

Expectations of Parents

ABHS strongly values and encourages the support of parents / guardians. Research clearly suggests that there is a clear link between parental involvement with children's education and their ultimate outcomes. We believe that parents have a fundamental role to play in supporting their son's learning by promoting a positive attitude to school and learning, and by fostering high aspiration. Parents are encouraged to monitor their son's homework using the Homework Diary to communicate where necessary and to contact their son's Head of Year when issues arise which require attention. We inform parents about their son's progress on a regular basis through reports and hosting parent-teacher consultations.

Responsibilities of Teaching Staff:

- Act as positive role models within the school environment; this includes modelling expectations of behaviour and use of appropriate language.
- Fully implement the school's Promoting Positive Behaviour Policy including the use of the 3'C's protocol and the awarding and recording of achievement credits in every lesson
- Provide an environment in which students can learn
- Set and expect high standards
- Apply rules consistently and fairly
- Don't over-react and do our best to avoid confrontation
- Listen to the boys and get to know them
- Provide opportunities for students to learn to the best of their ability
- Teach positive behaviour
- Plan and prepare stimulating and engaging lessons
- Teach respect by treating students with fairness and consistency
- Teach interpersonal skills by promoting positive supportive relationships within their teaching groups
- Promote, record and monitor attendance in every lesson
- Provide useful, interesting and relevant work if an absence from a lesson can be foreseen
- Show respect in order to receive it.
- Respect every person and treat each individual with dignity.

APPENDIX A

ABHS 6 Principles for Learning and Teaching

1. Effective Teaching & Learning must be embedded within a constant and unrelenting framework of **'Stretch and Challenge'**.

- We have high expectations of all boys, all the time;
- We believe that it is good for boys to struggle just outside of their comfort zone, as that is when they are likely to learn most. This involves high challenge, low stress and deep thinking which leads to effective learning;
- Learning Intentions are most effective if they are shared with our boys;
- We believe that boys embrace challenge most effectively when they adopt a growth mindset to their work and effort;
- We believe that staff should have ongoing access to professional development in their subject area, thus ensuring that stretch and challenge opportunities are utilised to the maximum in all lessons.

2. Effective Teaching & Learning will be facilitated greatly by planning for, and embedding, **effective questioning** within the classroom.

- We believe that really deep learning is best facilitated through highly effective questioning techniques which enhance and broaden understanding;
- We believe that questioning should be planned out in advance of lessons;
- We believe that highly effective questioning is fluid, that it occurs in different forms and during each part of the lesson;
- Effective questioning sows the seeds of rich discussion which engages, activates, challenges, connects and deepens knowledge;
- We believe in the importance of ensuring that boys speak in a manner which reflects the academic register of the subject, and we encourage them to use high-level vocabulary in their responses.

3: Effective Teaching & Learning requires **effective modelling**, breaking complex processes into steps, providing time to check understanding and making sure boys have opportunities to ask questions.

- As a school we believe that it is our duty to show boys how to use and manipulate their knowledge to form end outcomes and to ensure that these outcomes are as high a standard as possible – otherwise known as 'modelling';
- We believe that modelling, and the deconstruction of excellence, is an integral and vital part of the learning process;
- We believe that teacher explanation and modelling are inter-connected;
- We believe that modelling a complex procedure in small portions, followed by focused practice, is an effective strategy for successful outcomes;
- We believe that success criteria should be accompanied by effective modelling;

- Effective modelling can be undertaken in a range of ways including teacher and peer modelling by our boys.

4: High Challenge Activities to support effective Teaching & Learning in the classroom will act as a **scaffold** to allow all boys to reach our high expectations.

- ‘Scaffolding’ is the process which moves boys from point ‘A’ to point ‘B’ in their learning – from knowing vaguely what to do to being confident, independent practitioners;
- We believe that we should always scaffold upwards with our boys, and never downwards. In this regard, the best scaffolding will support boys’ thinking and their ability to integrate new concepts, as well as providing a structure;
- We believe that similar high expectations must be set for all, but we understand that everyone will need a different level of support to achieve these expectations; *same bar, different ladders*;
- Scaffolding also includes the ability to prompt boys to shift their speech from everyday language to academic register.

5: Effective Teaching & Learning should allow for **(monitored) independent practice** to allow for mastery through differentiation by outcome.

- We believe that (monitored) independent practice is one of the best and most effective indicators of high-quality teaching & learning;
- We believe that independent practice follows strategic and effective questioning, modelling and scaffolding to allow boys to meet aspirational learning intentions;
- We believe that independent practice reflects the confidence and ability of boys to complete tasks by themselves with limited prompting.

6: **Formative assessment and feedback** will help plan for, implement and evaluate effective Teaching & Learning strategies.

- We believe that feedback matters. We believe that it is best when it is a reciprocal process, allowing boys to reflect upon their progress and modify strategies accordingly. In this regard, feedback helps to close a ‘learning gap’ as it helps identify regular and specific improvement strategies;
- We believe that timely feedback enhances the growth mindset;
- We believe that feedback must be fit for purpose, timely, manageable and designed to move boys forward in their learning.

APPENDIX B: BLOOMS TAXONOMY

Application			Analysis			Synthesis			Evaluation		
To <i>use</i> in a <i>new situation</i> . Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.			To <i>examine</i> in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.			To <i>change</i> or <i>create</i> into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.			To <i>justify</i> . Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.		
Key words:			Key words:			Key words:			Key words:		
Act	Employ	Practice	Analyse	Examine	Prioritize	Adapt	Estimate	Plan	Agree	Disprove	Measure
Administer	Experiment	Relate	Appraise	Find	Question	Add to	Experiment	Predict	Appraise	Dispute	Opinion
Apply	with	Represent	Arrange	Focus	Rank	Build	Extend	Produce	Argue	Effective	Perceive
Associate	Group	Select	Assumption	Function	Reason	Change	Formulate	Propose	Assess	Estimate	Persuade
Build	Identify	Show	Breakdown	Group	Relationships	Choose	Happen	Reframe	Award	Evaluate	Prioritise
Calculate	Illustrate	Simulate	Categorise	Highlight		Combine	Hypothesise	Revise	Bad	Explain	Prove
Categorise	Interpret	Solve	Cause and effect	In-depth discussion	Reorganise	Compile	Imagine	Rewrite	Choose	Give reasons	Rate
Choose	Interview	Summarise	Choose	Inference	Research	Compose	Improve	Simplify	Compare	Good	Recommend
Classify	Link	Teach	Classify	Inspect	See	Construct	Innovate	Solve	Conclude	Grade	Rule on
Connect	Make use of	Transfer	Differences	Investigate	Select	Convert	Integrate	Speculate	Consider	How do we know?	Select
Construct	Manipulate	Translate	Discover	Isolate	Separate	Create	Invent	Substitute	Convince	Importance	Support
Correlation	Model	Use	Discriminate	List	Similar to	Delete	Make up	Suppose	Criteria	Infer	Test
Demonstrate	Organise		Dissect	Motive	Simplify	Design	Maximise	Tabulate	Criticise	Influence	Useful
Develop	Perform		Distinction	Omit	Survey	Develop	Minimise	Test	Debate	Interpret	Validate
Dramatise	Plan		Distinguish	Order	Take part in	Devise	Model	Theorise	Decide	Judge	Value
			Divide	Organise	Test for	Discover	Modify	Think	Deduct	Justify	Why
			Establish	Point out	Comparing	Discuss	Original	Transform	Defend	Mark	
						Elaborate	Originate	Visualise	Determine		
Actions:		Outcomes:	Actions:		Outcomes:	Actions:		Outcomes:	Actions:		Outcomes:
Carrying out		Demonstration	Attributing		Abstract	Constructing		Advertisement	Attributing		Abstract
Executing		Diary	Deconstructing		Chart	Designing		Film	Checking		Chart
Implementing		Illustrations	Integrating		Checklist	Devising		Media product	Deconstructing		Checklist
Using		Interview	Organising		Database	Inventing		New game	Integrating		Database
		Journal	Outlining		Graph	Making		Painting	Organising		Graph
		Performance	Structuring		Mobile	Planning		Plan	Outlining		Mobile
		Presentation			Report	Producing		Project	Structuring		Report
		Sculpture			Spread sheet			Song			Spread sheet
		Simulation			Survey			Story			Survey
Questions:			Questions:			Questions:			Questions:		
How would you use...?			What are the parts or features of ...?			What changes would you make to solve...?			Do you agree with the actions/outcomes...?		
What examples can you find to ...?			How is _____ related to ...?			How would you improve ...?			What is your opinion of...?		
How would you solve _____ using what			Why do you think ...?			What would happen if...?			How would you prove/disprove...?		

APPENDIX C: Mapping My Progress



Ashfield Boys' High School – Department

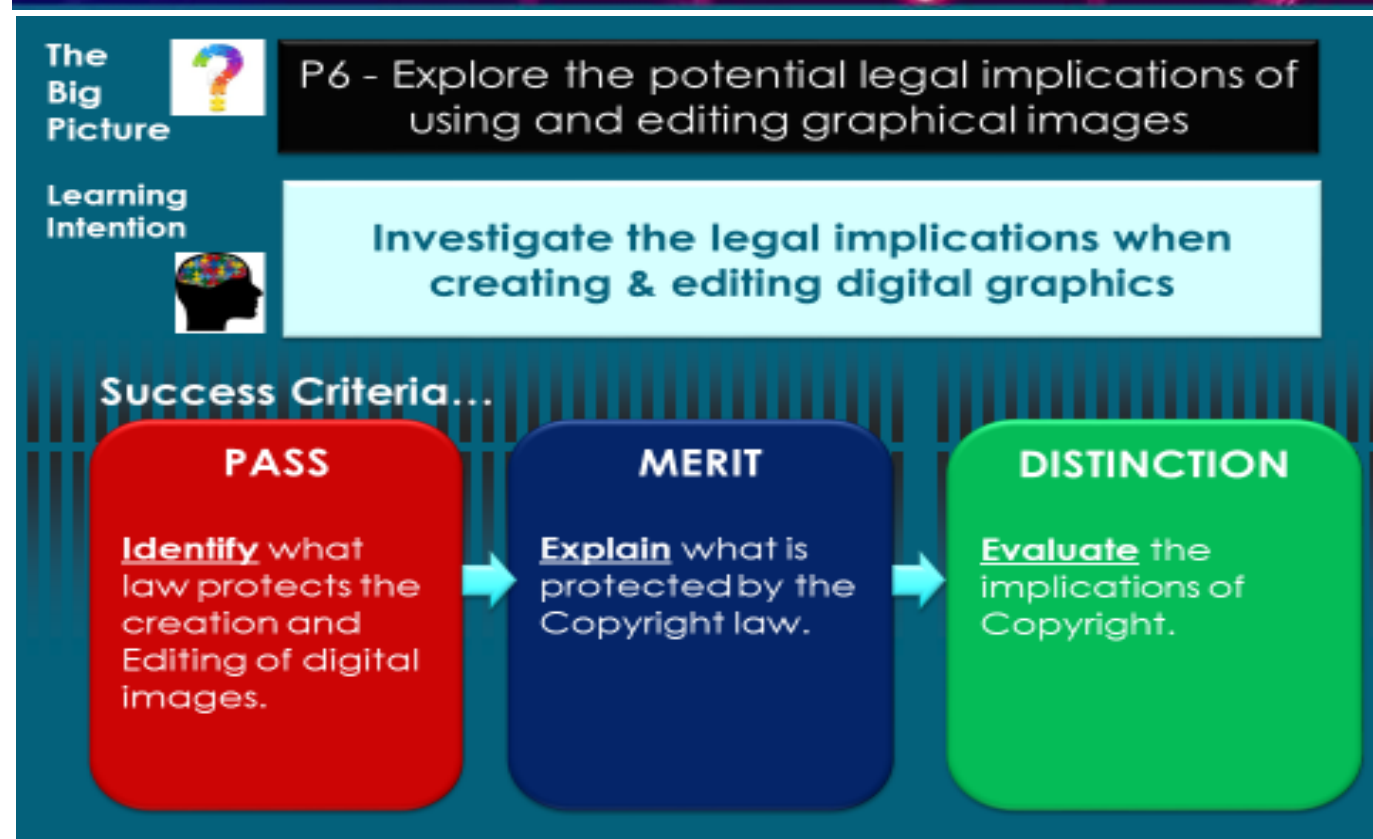
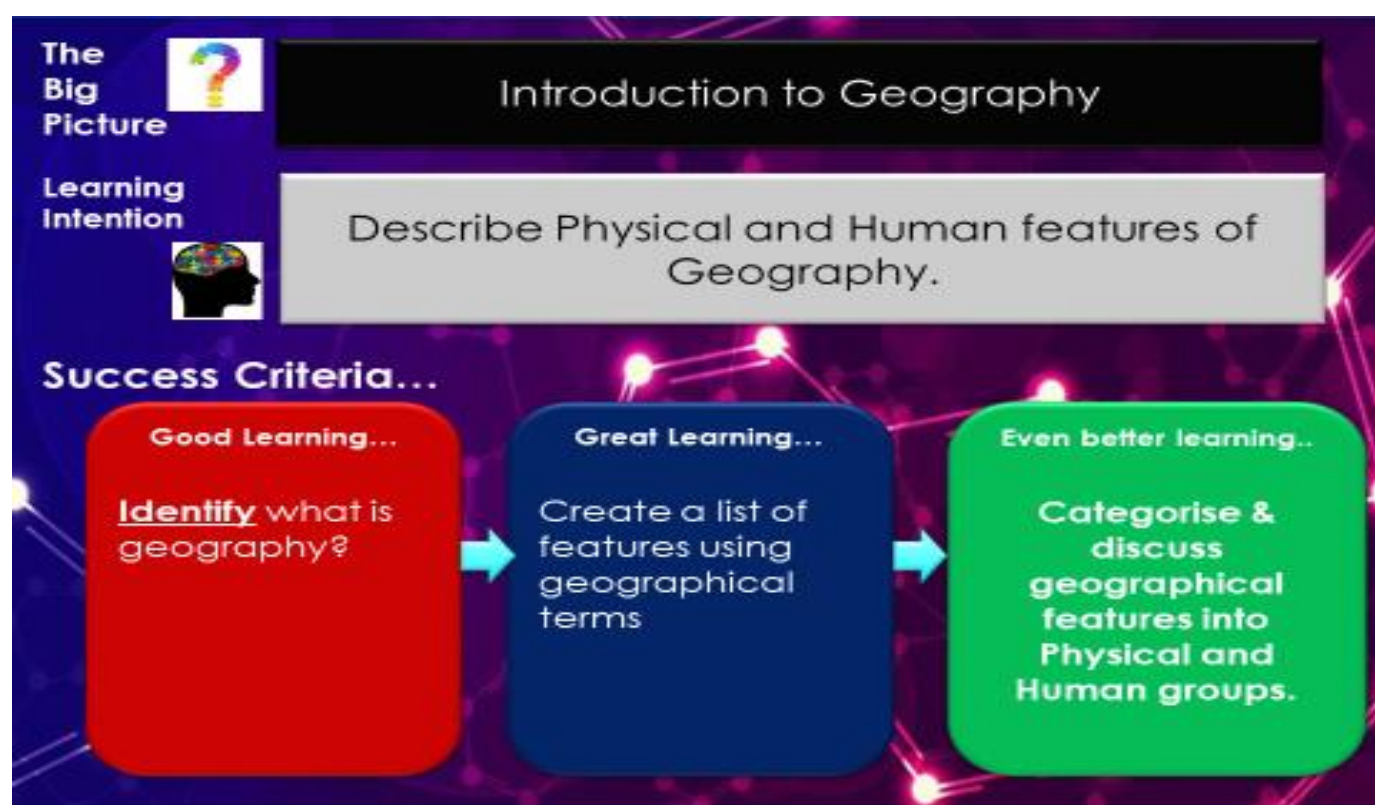
Mapping My Progress

Name		Class		Target	
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Assessment Title	Mark %	Grade	WWW What went well.....	EBI Even better if.....	Literacy
November Exam					
February Tracking					
Summer exam					

End of Year Evaluation and Targets for Next Year				
STAR	S - Success	T – Target	A – Action	R - Reflection

APPENDIX D: Learning Intention & Success Criteria template





APPENDIX E: Differentiation Bookmark



Differentiation in ABHS

KNOW YOUR CLASS

- ✓ Use relevant data – SEN, EAL, VAK, CAT4, PTM & PTE
- ✓ Keep up to date about your pupils
- ✓ Have an annotated seating plan or class list
- ✓ Plan with pupil's capabilities in mind.

BY TASK AND RESOURCES

- ✓ Set open tasks, that can be interpreted in a variety of ways
- ✓ Tasks get progressively more difficult e.g. Bronze, Silver & Gold or Mild, Hot or Extra Hot Nando's.
- ✓ Provide extension material to encourage pupil's potential.
- ✓ Differentiate by types of resources to support the task e.g. more complex text to challenge, visual aids, video clips etc.
- ✓ Differentiate time constraints.

BY OUTCOME

- ✓ Set the bar high & support them to get as close as possible.
- ✓ Differentiation achieved by pupils answering at their own level of ability.
- ✓ Pupils choose which level of challenge is most appropriate to them using targets.
- ✓ Set individual targets based on assessment (Mapping My Progress)

BY SUPPORT

- ✓ Use of other pupils – peer teaching, coaching, peer assessment, group work, study buddies, varying roles etc.
- ✓ Differentiate by dialogue- vocabulary used and expected
- ✓ Use checklists, glossaries, scaffolding, modelling & writing frames to support
- ✓ Planned partners, groupings and seating plans
- ✓ Use appropriate classroom displays to support learning

EFFECTIVE QUESTIONING

- ✓ Planned questioning using Blooms Taxonomy.
- ✓ LOTS & HOTS (low – high order thinking skills)
- ✓ Give the answer....what is the question? Hands down / Wait time etc.

MARKING & ASSESSMENT

- ✓ www.ebi
- ✓ Giving pupils time to respond to effective feedback
- ✓ RAG analysis : this exercise will give you and our pupils the basis for planning work differentiated to their needs
- ✓ Differentiated Formative and Summative assessments.

SUCCESS CRITERIA

- ✓ Differentiated success criteria =
Good learning.....
Great learning.....
Even better learning.....

APPENDIX F: Literacy Codes



Ashfield Boys' High School Literacy Marking Codes



Tick	Correct answer or good point
X	Incorrect answer
SP	A spelling error will be identified by SP and either corrected by the teacher or located in a dictionary by the pupil
NP	A new paragraph will be indicated by NP
i/l	Lowercase letters that should be uppercase and vice versa will be circled
_____	Grammar mistakes will be underlined, or circled, and corrected by the pupils
. , " ` ' ! ?	Basic punctuation will be inserted where it has been omitted by the pupil or corrected by a pupil
?	Placed in the margin if part of the work is confusing / doesn't make sense
<ul style="list-style-type: none">• All handwritten paragraphs should be indented at the beginning of the first sentence• Where a pupil's work contains numerous errors the most common mistakes will be corrected.	

APPENDIX G: Online learning protocol for extended periods of school closure

During any period of extended school closure, online learning plans specific to each Year Group will be forwarded to all boys and their parents. The plans consist of information to provide our boys with access to appropriate teaching and learning opportunities, and pastoral support.

Whilst our knowledge and experience of online learning continues to evolve, and the digital work provided on-line will be of the highest possible standard, we must acknowledge that it cannot be a substitute for actual in class teaching and learning.

As a school we will always work together to support our boys in their learning. We have always said that our strength is based upon relationships, that we are all in this together and that we all work co-operatively for the good of our boys.

The work accessed via the online learning plans should be planned using the following protocol -

- The work should be digitally accessed and on a common platform – this must be Google Classroom via the codes shared in the Online Learning Plans.
- The work, where possible, should follow the existing Scheme of Work. This will allow for a smooth transition when normal school life returns. It is understood that some departments with practical elements will not be able to follow the existing Scheme of Work and should plan their work according to what can be accommodated using online learning.
- The amount of work set should correspond with the timetable allocations for the department and follow the present timetable. For example, if a department is usually allocated 3 lessons per cycle, then there should be 3 lessons delivered/shared per cycle and they should correspond with our timetable.
- Work should be differentiated throughout the year group – lessons should be effective and engaging for the differing ability ranges with extension tasks where appropriate.
- Lessons should contain, where possible, the basic elements included in our agreed Teaching & Learning Policy - starter task, learning intentions & success criteria, main task(s)
- Submission tasks/ homework/ quizzes/ Google Forms should be planned and set every cycle – this should include elements of the work covered during the cycle and will allow teaching staff to gauge pupil engagement. Submission tasks should be marked/ assessed with results and feedback communicated to pupils. Continued non-engagement should be reported to the Pastoral Care Team.
- The protocol outlined below should be followed re the non-submission of work –
 - If a pupil doesn't submit work, then email/ message via Google the pupil and allow one further day for them to submit the work.
 - If the pupil still doesn't submit – text/ send message to parent via 'teacher2parents'
 - If the pupil still doesn't submit or acknowledge the previous communication (the day after text/ message sent to parents) - email HOY and cc to HOD
 - The HOY will liaise with the AHOY, and based on the pupil's levels of engagement across their subjects and Form Class, either email or phone their parents (one/two subjects - email the pupil and parent with a simple message reminding them to submit the relevant work, several subjects - make contact via telephone with the boy's parents and keep a record of contact made)
- HODs should join all classrooms within their department to enable them to quality assure the lessons being delivered.
- Regular departmental meetings should be scheduled throughout the month of January and February to discuss progress/ challenges and the weeks ahead. Thursday afternoon should be used for these meetings.

APPENDIX G: Live On-line/ Streamed Lesson – Student Protocol

In Ashfield Boys' High School, we fully acknowledge that there is no substitute for being in an actual classroom with the class teacher. In our endeavours to provide students with the best learning experiences possible whilst working remotely we will provide a blended approach of both 'live on-line streamed' lessons and 'on-line resources' for learning. Streamed live lessons will be used by some Departments as and when they deem it appropriate in relation to the topic being studied. Departments will mainly use either 'Google Meets' or 'Google Hangouts'. However, other platforms e.g. Zoom may be used on occasions. Regardless of the 'live stream' platform utilised, relevant passwords, codes and schedule will be shared via 'Google Classroom' and pupil email. Pupils must not share the meeting ID and/or passwords with anyone.

It is important to note that there is no obligation on teachers to provide live lessons, however, several Departments have expressed a willingness to do so and have emphasised that they believe, on occasions, that live on-line lessons are extremely useful to support learning at home.

Both staff and students are expected to maintain a level of professionalism and treat any online lesson in the same way as they would treat a classroom lesson. Live lessons may be recorded for safeguarding reasons. An attendance register will also be kept. Senior leaders may join lessons, so students should be prepared to hear or see a mixture of different teachers.

We would ask our parents / carers to remind your son that despite being at home, the same level of behaviour and conduct exists as if they were at school.

During live lessons students should:

- Be respectful towards the teacher and other students at all times.
- Arrive at least 5 minutes early for the lesson
- Turn their microphone and video off unless directed by the teacher to speak
- Only use the chat facility to discuss aspects of the lesson. The chat facility should not be used to chat with each other.
- Any inappropriate comments or language will be reported to the Head of Year and or parents/carer
- Switch off any other distractions in the room e.g. music, television, other devices.
- Never ask for, or share personal information, including contact details
- Make all notes and complete all activities as directed by the teacher
- Concentrate and stay focused for the full duration
- At no point, should students take any form of recording or photo of the session. If it is found that this has happened, it will immediately be referred to the Pastoral Co-ordinator and Deputy Principal

The same protocols and procedures for communication apply as if this were a regularly taught lesson in school, meaning that the interaction in these lessons are between the teacher and the invited members of the class. If a parent / carer would like to communicate with the school then, as is procedure, they should contact the relevant Head of Year.