

Ashfield Boys' High School

Teaching, Learning & Assessment Policy

Effective teaching, learning and assessment 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, learning and assessment, 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 Promoting Positive Behaviour Policy, Pastoral Care Policy, Anti-Bullying Policy and SEN Policy.

Rationale – Boys as Relational Learners

Our Teaching & Learning Policy aims to create a shared understanding of the principles underpinning effective teaching & learning. This shared understanding builds on the school's collaboratively developed and implemented best practice, with the set of holistic 'relational' educational principles identified within the 'Taking Boys Seriously' initiative. The principles aim to ignite boys' motivation, aspirations and attitudes towards education and 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.

The relational learning principles are outlined below and it is important to recognise that these are adopted across the school, and not just in a Teaching & Learning context –

1. **Recognise the primacy of relationship** – the teacher intentionally develops a relationship that places each boy at the centre of their learning with an emphasis on positive working alliances and high educational expectations.
2. **Demonstrate dignity and respect** - the teacher displays an attitude of acceptance and affirmation, communicating to boys that they are inherently valuable and worthwhile as unique individuals irrespective of their academic ability. The teacher avoids belittling, labelling, shaming, and stereotyping.
3. **Utilise a 'strengths based approach' to learning** – the teacher adopts an approach that acknowledges the strengths that exist within each boy as opposed to focusing on deficits. Teachers actively and intentionally tap into underdeveloped creativity, energy, and resources so that each boy can maximise their potential. Positive recognition within departments plus termly plaques awarded.

4. **Challenge and affirm masculine identities** - Teachers demonstrate an appreciation of the internal and conflicting pressures that boys can experience in the construction of their masculine identities. Teachers challenge narrow and potentially harmful gender stereotypes and intentionally communicate and affirm positive masculinities.
5. **Promote positive mental health** - Teachers demonstrate an awareness of the multiple and complex pressures, particularly on boys from areas of social and economic disadvantage. As boys navigate the turbulence of physical, emotional, and cognitive development that occurs during adolescence, they will benefit from being understood, good accessible pastoral care, encouragement, and support to cope better with stress and anxieties.
6. **Identify blocks to boys' learning** - Teachers should, as early as possible, actively identify and tackle blocks to learning. Boys often report feeling overwhelmed once they perceive that they have fallen behind their peers and believe they are unable to catch up, which can become a self-fulfilling prophecy. Boys respond well to tailored practical solutions that will help them to overcome barriers to their learning.
7. **Connect boys' learning to context** – Teachers seek to understand the complex social and economic context of each boy. Enabling boys to locate their learning within their everyday life experiences helps them value and better appreciate, not only their own community backgrounds, but also broadens the contextual relevance of learning and the transformative nature of education.
8. **Engage meaningfully with boys** - Boys are not a homogeneous group. They are all different. At the heart of meaningful engagement is recognition of the need to find ways for boys to reflect, think, talk, and explore issues that are important to them. This involves questioning and frequently seeking feedback, consideration of other viewpoints, and encouraging inclusion and diversity.
9. **Enable creative learning environments** - Boys learn in a range of different ways. Equally, different educators have a variety of approaches to facilitating learning. Informal education methodologies have been highly successful at re-engaging boys who have completely disengaged from school-based education.
10. **Value the voice of boys** - This principle recognises and intentionally promotes the right of boys to fully participate in their own educational journey. Boys learn more when they are consulted, listened to, and their thoughts, concerns and ideas are considered and valued within the learning environment.

Aims

The aims of our Teaching, Learning and Assessment Policy in Ashfield Boys' High School are consistent with the aims of 'Taking Boys Seriously: Boys as Relational Learners', 'ISEF – Effective Practice and Self-Evaluation Questions for Post Primary' and 'Every School a Good School'. 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 in a creative learning environment which enables them to achieve their potential at the highest possible level;
- ensure that learning is given real-life context and equips 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 build positive relationships based on mutual respect with our boys, parents and colleagues;
- prioritise quality professional development opportunities for all teachers;
- ensure that our teachers build on the individual boys' strengths and 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 additional and 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/PRSD observations amongst departments, department work moderation, tracking of boys' progress and pupil voice**;
- 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.

Key Stage overviews should promote clear progression from year to year.

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 and develop their wider skills and capabilities. They will include clear learning intentions and effective differentiation which addresses the needs of the range of ability within classes.

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

Teaching & Learning in the Classroom

Ashfield Boys' High School believes that this is at the core of its commitment to our boys. Following exploration of evidence-based research (UUJ - Taking Boys Seriously and the Sutton Report into 'What makes great teaching?'), training and our own experiences, the school has identified seven principles which will encompass its pursuit of high-quality teaching & learning in the classroom:

- Teaching & Learning is effective when we intentionally develop relationships with our boys that are based on **dignity and mutual respect**. Our working relationships with the boys must have an emphasis on high educational and behavioural expectations in an unrelenting framework of '**stretch and challenge**'.

- Teaching & Learning is effective when we **engage meaningfully** with our boys, giving them time to reflect, think, talk and explore issues important to them. As we plan for, and embed **effective questioning** within our classrooms to identify and further the learning, we should also give our boys opportunities to feedback on the lessons and their feelings in general.
- Teaching & Learning is effective when our **target setting** for each boy **builds on their individual strengths**. Discussion of targets to identify and include abilities and skills beyond the classroom gives the boys greater ownership of their learning resulting in better engagement.
- 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. **Effective modelling**, breaking complex processes into steps, providing time to check understanding and making sure boys have opportunities to ask questions helps to increase the boys' active participation in their learning.
- Any **barriers to learning should be identified** as early as possible with **appropriate supports/ interventions agreed and implemented** to prevent boys feeling overwhelmed and falling behind their peers. **Differentiation**, where appropriate, should be carefully planned by content, process and/ or outcome to allow boys to develop the skills needed for **(monitored) independent practice**.
- Teaching & Learning is effective when **learning is given context** by connecting aspects of it to the reality of their everyday life experiences and how newly taught skills are utilised in the workplace.
- **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)
Google Classrooms are developed within each Key Stage to enhance and extend pupil learning.

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/ BTEC/ OCN/ WJEC 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.

Assessment for Learning

In line with our six principles, Ashfield Boys' High School believes that Assessment for Learning (AfL) 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.

- Questions should be planned;
- Questions should be clear, purposeful and include open ended questions to extend thinking and learning.
- Boys should be encouraged to ask questions and feel comfortable and valued in the learning environment.
- Boys should be given time to answer questions and their responses treated with respect. (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.

- Constructive feedback (verbal or written) will enable our boys to adopt positive attitudes to reach their potential
- Feedback should motivate boys and maintain their confidence and self-belief in themselves.
- Comments should not be restricted to subject content, but may include literacy, numeracy or ICT feedback.
- Feedback requires follow up; boys need to be encouraged to read and act upon feedback. Time should be set aside in class for this.

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.

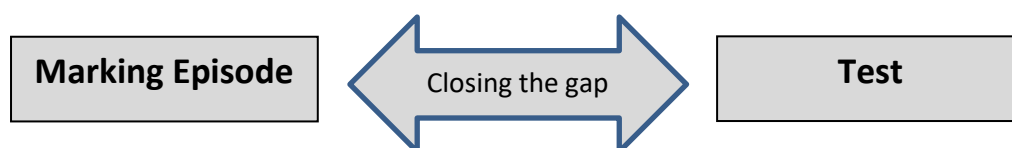
Assessment will not only fuel effective planning, but also allow our boys to be aware of their previous attainment and improve upon it. Thus it is an avenue through which standards can be raised year on year.

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.



Assessment schedule

Boys will take 3 main assessments throughout the year; November, February and May; with the exception of boys taking external GCSE, Btec and A Levels in May/June. These boys will have mock examinations and do not have a tracking assessment in term 3.

All tracking information is shared with parents/guardians through progress updates on SIMS Parent App and at annual Parent Teacher consultations. Where a boy is performing significantly and/or consistently below their target grade intervention strategies are implemented in liaison of the AHOY, HOD and the SENCO. Parents/guardians are communicated with throughout this process.

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)

Meet & Greet will take place at the start of every lesson so every boy is acknowledged and welcomed. Credits will be awarded at the end of every lesson (positive recognition).

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

- Effective starter activities to engage boys as they enter the classroom; this will reduce distraction and increase connection with the subject in a more active, engaged manner.
- Clearly communicated and shared Learning Intentions;
Making clear connections to their learning and or everyday lives. Teachers show an interest in our boys and their lives.
- Success Criteria which is differentiated and determines what exactly is required (see Appendix D for template);
- Connecting the learning to the 'Big Picture';
Boys can perceive learning as essential for their future opportunities.
- 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;When boys are encouraged and facilitated to actively contribute, they feel more motivated, valued and empowered. This will improve boys' confidence, interest and engagement.

- Differentiated tasks to suit all learners of all abilities including special educational needs (See Appendix E for Differentiation Bookmark);
ALL boys are different. Boys learn in a range of different ways, effective differentiation will increase their confidence and have less inclination to lose concentration or engage in disruptive behaviour.
- Effective modelling, scaffolding and independent practice;
This can help break down barriers to learning, creating a more enjoyable, fun environment with improved relationships with teachers.
- 'Pit Stops' to review pupil knowledge & progress throughout lessons;
- 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)
- Credits will be awarded at the end of every lesson (positive recognition).
- Embedding literacy strategies (see Appendix F), numeracy (where applicable) and Digital Skills to enhance teaching and learning in ALL subject areas.

Classroom Atmosphere – establishing a creative learning environment

A positive rapport between teachers and boys with an emphasis on developing positive working alliances is paramount in ABHS. These relationships enhance effective learning habits and should be based on mutual respect and dignity.

The use of creativity, movement (where appropriate) and humour are all valuable tools for harnessing boys' interest and energy.

The setting of high expectations for all boys raises aspiration and expectation and should be a key feature of every lesson, every day.

- A warm, structured and positive atmosphere is key in providing an effective and secure learning environment for our boys.
- All members of staff must strive to ensure that all interactions within the classroom are respectful and dignified whilst maintaining our agreed standards for them to be effective.
- Boys' concerns should be sought and listened to, with harmful thoughts and behaviours challenged.
- Informal education methodologies should be utilised including group work, working with peers, using conversation, setting small bite-sized tasks, frequent rewards and affirming feedback.

- Boys must also be fully aware of any promoting positive behaviour procedures that involve them and the expectations agreed by each department or each teacher within the classroom. These expectations should be shared and discussed at the start of the school year and each term.
- Boys need to be aware of and appreciate that acceptable standards are expected within the school and travelling to and from school.
- It is important that all members of staff consistently 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:

- To intentionally develop positive relationships with our boys that are based on dignity and mutual respect allowing them to thrive and enjoy their learning.
- To adopt and strive to embed the principles of relational learning in your classroom and with our school community.
- 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

HOMEWORK

1 THE VALUE OF HOMEWORK

Learning at home is an important part of good education because it:

- Reinforces and consolidates knowledge, skills and understanding acquired in class;
- helps boys develop self-disciplined study patterns during the year, so that they will be able to revise for tests and examinations;
- helps boys to learn to work independently and acquire habits of enquiry and investigation which will be of benefit long after they leave school;
- provides boys with an additional opportunity to demonstrate what they know, understand and can do and, if necessary, ask for help if they encounter difficulties;
- provides teachers with feedback about individual boys learning and about the success of their teaching;

- helps parents to acquire insights into the school's curriculum and learning objectives and enables a productive partnership to develop between the pupil, the home and the school

2 THE NATURE OF HOMEWORK - The school aims to ensure that all homework is:

- a) *well planned and structured* so that the boys will know what is expected of them and will know when they have successfully completed the task;
- b) *capable of being accomplished by ALL boys according to their ability*;
- c) *clearly explained* - the teacher should have in mind, and explain to the boys, what learning objectives or goals boys will gain from the homework. Boys should recognise the relevance to work done in class. They should 'see the point' of the homework;
- d) *motivating to boys* - teachers should plan to make the tasks varied and useful and attempt to ensure high levels of pupil interest, though it is inevitable that repetition may be necessary to reinforce learning;
- e) *manageable and in accordance with agreed timetables* devised by Heads of Department e.g. one written homework per cycle.
- f) *followed up*, providing constructive feedback; grades or marks are not always necessary.
- g) *promoting literacy and numeracy* - the school believes that high levels of literacy and numeracy across the curriculum promote good quality learning. Each Department, when possible, should use homework to promote these areas.

Ensuring the implementation of Homework.

A To Pupils

1. Each boy must bring their Homework Diary to every class.
2. The homework task must be accurately recorded in the Homework Diary before the end of the lesson.
3. The entry for each day should indicate the homework's 'hand in date'.
4. Boys should complete all homework to the best of their ability, making sure that the work is neat, in the correct book.

B To Teachers

1. Teachers, when setting the homework, should ensure that there is sufficient time left in the lesson to enable boys to write down in the diary what is required of them;
2. Teachers should follow the school and departmental guidance on the nature, length

and frequency of homework.

3. Teachers should check all homework. Certain homework's should be selected for marking in detail and will be annotated, indicating strengths and areas for improvement. Individual departments will determine what is practical in their subject, balancing realistically the demands of workload and ideal practice.
4. Teachers should encourage the use of Google Form/Quiz style homeworks. This strategy was very successful during remote learning.
5. Form Tutors should monitor the Homework Diaries of their Form Class.
 - If a boy fails to complete his homework at KS3 parents/guardians will be informed.
 - KS4/5 Homework's are an integral part of the boys learning. If not completed: parents/guardians will be notified and school sanctions followed.

APPENDIX A

ABHS Principles for Learning and Teaching

1. Teaching & Learning is effective when we intentionally develop relationships with our boys that are based on **dignity and mutual respect**. Our working relationships with the boys must have an emphasis on high educational and behavioural expectations in an unrelenting framework of '**stretch and challenge**'.
 - We believe that the nature of the teacher/boy relationship is a primary factor in a boy's motivation, attitudes and aspirations towards education and learning – we must strive to develop relationships that place each boy at the centre of their learning with an emphasis on positive working alliances.
 - We believe that boys thrive, flourish, and enjoy learning more when they perceive that they are treated with dignity and respect.
 - 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. Teaching & Learning is effective when we **engage meaningfully** with our boys, giving them time to reflect, think, talk and explore issues important to them. As we plan for, and embed **effective questioning** within our classrooms to identify and further the learning, we should also give our boys opportunities to feedback on the lessons and their feelings in general.

- We believe that it is important for boys to find ways to reflect, think, talk, and explore issues that are important to them. This involves questioning and frequently seeking feedback and consideration of other viewpoints.
 - 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. Teaching & Learning is effective when our **target setting** for each boy **builds on their individual strengths**. Discussion of targets to identify and include abilities and skills beyond the classroom gives the boys greater ownership of their learning resulting in better engagement.
- We believe that setting individual targets for our boys helps them take realistic steps to achieve them. The targets should be challenging but ultimately attainable to tap into the boys' competitiveness and keep them on track.
 - The targets should aim to build on the strengths that exist within each boy as opposed to focusing on deficits with the boy being involved in the discussion around the target.
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. **Effective modelling**, breaking complex processes into steps, providing time to check understanding and making sure boys have opportunities to ask questions helps to increase the boys' active participation in their learning.
- '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.
 - 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.
5. Any **barriers to learning should be identified** as early as possible with **appropriate supports/ interventions agreed and implemented** to prevent boys feeling overwhelmed and falling behind their peers. **Differentiation**, where appropriate, should be carefully planned by content, process and/ or outcome to allow boys to develop the skills needed for **(monitored) independent practice**.
- We believe that we should, as early as possible, actively identify any barriers to learning and introduce appropriate interventions to tackle them. Boys respond well to tailored practical solutions that will help them to overcome barriers to their learning;
 - We believe that differentiation based on the abilities and needs of boys through content/ process and outcome keeps them better engaged in their learning;
 - 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. Teaching & Learning is effective when **learning is given context** by connecting aspects of it to the reality of their everyday life experiences and how newly taught skills are utilised in the workplace.
- We believe that connecting to real life experiences helps boys deepen their understanding of themselves, their communities and beyond. Offering a contextual lens enables boys to understand how systematic inequality can impact their life chances. Understanding these broader social and economic disadvantages can help improve their desire to learn and transcend both their expectations of themselves and the life opportunities afforded to them through education.
 - We believe that giving real world context to learning material and concepts like topical events in the news or input from guest speakers increases the boys' interest and understanding.
 - We believe that relating newly developed skills and new found abilities to the workplace increases levels of engagement and motivation to learn.
7. **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	Relation-	Choose	Happen	Reframe	Award	Evaluate	Prioritise
Calculate	Illustrate	Simulate	Categorise	Highlight	ships	Combine	Hypothesise	Revise	Bad	Explain	Prove
Categorise	Interpret	Solve	Cause and	In-depth	Reorganise	Compile	Imagine	Rewrite	Choose	Give reasons	Rate
Choose	Interview	Summarise	effect	discussion	Research	Compose	Improve	Simplify	Compare	Good	Recommend
Classify	Link	Teach	Choose	Inference	See	Construct	Innovate	Solve	Conclude	Grade	Rule on
Connect	Make use of	Transfer	Classify	Inspect	Select	Convert	Integrate	Speculate	Consider	How do we	Select
Construct	Manipulate	Translate	Differences	Investigate	Separate	Create	Invent	Substitute	Convince	know?	Support
Correlation	Model	Use	Discover	Isolate	Similar to	Delete	Make up	Suppose	Criteria	Importance	Test
Demonstrate	Organise		Discriminate	List	Simplify	Design	Maximise	Tabulate	Criticise	Infer	Useful
Develop	Perform		Dissect	Motive	Survey	Develop	Minimise	Test	Debate	Influence	Validate
Dramatise	Plan		Distinction	Omit	Take part in	Devise	Model	Theorise	Decide	Interpret	Value
			Distinguish	Order	Test for	Discover	Modify	Think	Deduct	Judge	Why
			Divide	Organise	Theme	Discuss	Original	Transform	Defend	Justify	
			Establish	Point out	Comparing	Elaborate	Originate	Visualise	Determine	Mark	
Actions:			Actions:			Actions:			Actions:		
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

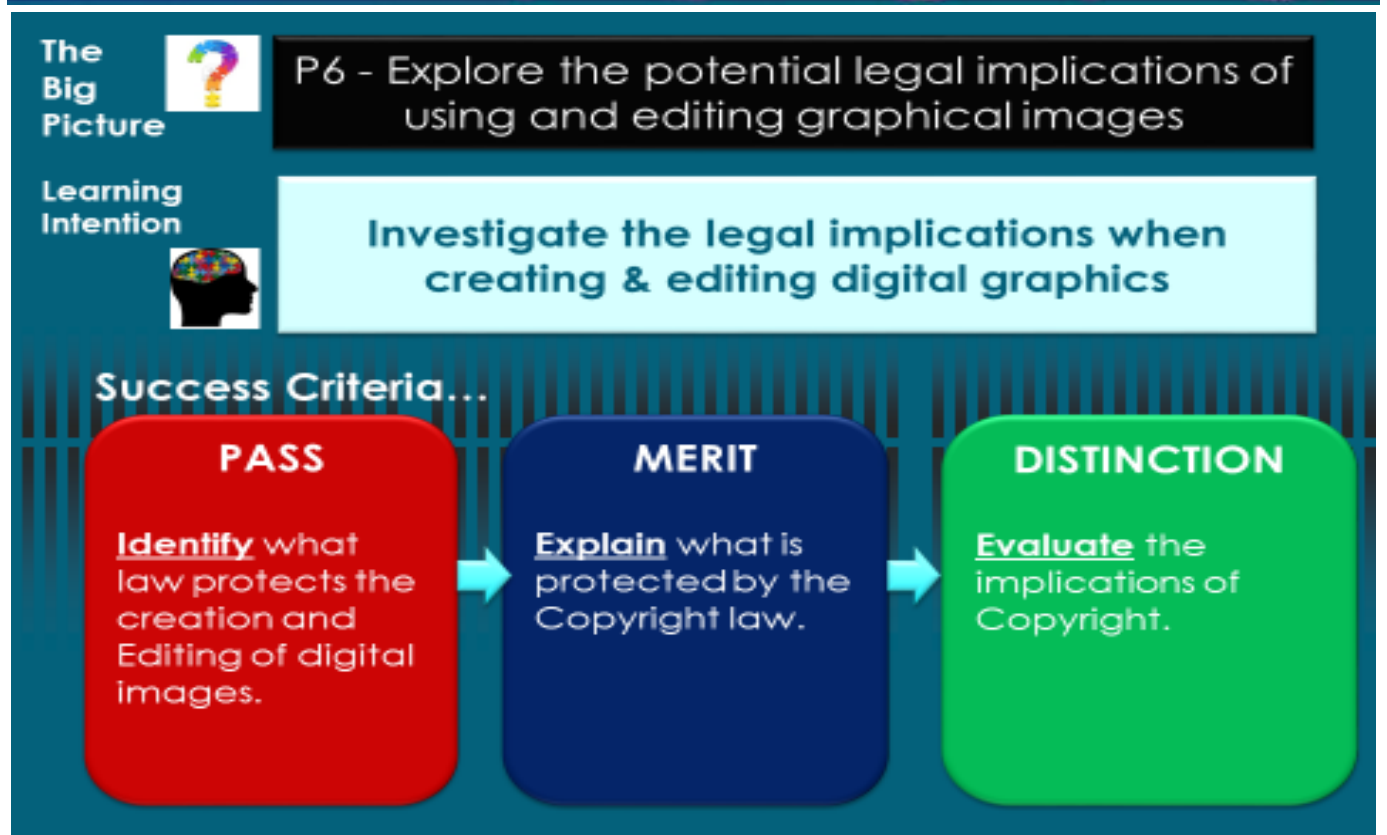
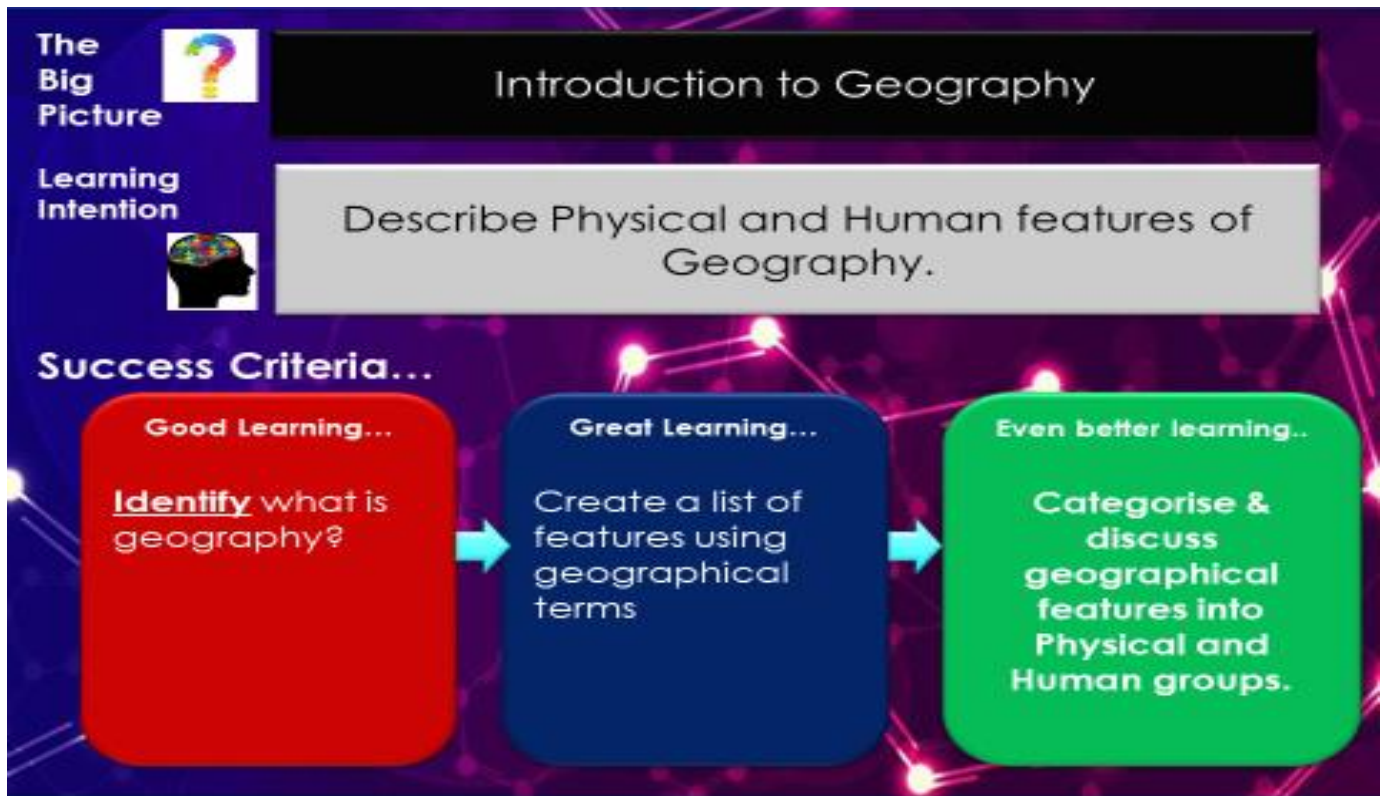
Mapping My Progress

Name		Class		Target	
------	--	-------	--	--------	--

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.	