

Mossley Hollins High School



Teaching & Learning Policy (& Marking)

Data Protection Statement

The procedures and practice created by this policy have been reviewed under our Data Protection Policy in line with GDPR.

Teaching & Learning Policy (& Marking) *

Teaching and Learning Policy: Providing Quality in Our Classrooms

Our teachers aspire to facilitate excellent teaching and learning experiences for all of our students to enable each individual to progress. We are committed to career-long development for our staff and offer a supportive and challenging combination of: regular in-school training; external and bespoke CPD opportunities, individual coaching and regular sharing of beacon practice. There are regular training sessions timetabled throughout the year (Wednesday MAP time and Thursday morning Teaching and Learning briefing time). We will deliver a consistent and coherent approach to Teaching and Learning in our classrooms through high expectations and clear routines and protocols.

Our values, for all students, are: Manners, Hard work and Honesty underpin Success (MHHS). They will be evident in all classrooms - used as a focus for any discussions with students who fail to display good learning habits and as a result, are not reaching their potential (see the behaviour tariff and protocols).

The Teaching and Learning Team (TLT)

We are responsible for:

- Leading Teaching and Learning across the school to an outstanding standard
- Driving the aims of Teaching and Learning as specified in the SIP
- Provision of training sessions
- Coaching of individual members of staff
- Research and keeping the school up to date in education developments and theories.

The team members are:

- Emma Upton (Assistant Headteacher)
- Emma Milburn (Senior Leader)
- Kathryn Morrison (Assistant Director of Teaching and Learning)
- Victoria Dodd
- Samantha Owen

Please refer to the Quality Improvement Cycle for information on lesson observations.

The MHHS Lesson: Seven Basics for every classroom to ensure progress and quality learning for all

The school does not expect to see a particular style or format in the classroom; teachers' planning, subject expertise and skills should allow for a creative approach to deliver engaging and challenging lessons. The environment for learning should be calm, controlled, challenging and safe for students to explore, make mistakes and achieve success. However, there are elements in every lesson that are expected – we refer to these key elements as 'The Seven Basics'.

The Seven Basics

1. The Start of the Lesson: Prompt and Formal Opening

- Students line up calmly and quietly: the teacher/s in the area remind the students of the expectations. The teacher models very high challenge and expectations.
- The class teacher greets the students as they enter the room quietly and calmly.
- The students stand behind their seats and place their planner, books and equipment on their desk.
- KS3 students repeat the mantra - with meaning (they may repeat the mantra before or after the Do Now as appropriate). The teacher gives KS4 students a formal welcome and invites them to sit down.

- There is a Do Now task, ready for the students to complete/ participate in as soon as they come in. Do Now tasks: last between 5 – 10 minutes, set the tone and challenge for the lesson, make the students think/ revise/ review/ develop and link to prior or new learning.
- The teacher completes the register during the first few minutes of the Do Now task.

2. Learning Environment

- The teacher models the good manners and courtesy that is expected from students. Students must refer to the teacher as ‘Miss’ or ‘Sir’ and are given reminders about use of manners when appropriate.
- The teacher uses ‘good audience’ to ensure students are seated upright and display their focus and attention by using appropriate eye contact and body language.
- In years 7 and 8, there is use of ‘no hands up’ during extended Q & A sessions, to allow the teacher to assess, target, engage, guide and challenge students.
- The teacher uses the policies and routines of the school consistently and within policy to support the learning in the room – alongside strong teaching strategies aimed at engaging and stretching students.
- Activities are matched to the needs of the learning and learners in the room - providing challenge and interest - and progress is checked throughout the lesson.
- All students have the correct equipment and their planner on their desks (appropriate kit/ safety wear is worn by all in practical lessons).

3. High Teacher Expectations

- Learning activities are delivered with clarity, enthusiasm and the correct pace by the teacher who has strong subject knowledge.
- The school’s policies for behaviour and learning are used to create a productive and engaging learning atmosphere. The teacher is consistent and clear in their delivery of school policy, including for rewards and sanctions, where appropriate.
- Homework is meaningful and challenging. All students are given homework which they can access and complete at home.
- The teacher ensures that the presentation of students’ work shows their pride and engagement with their learning.

4. Well Matched Activities

- Work and activities set support, challenge and extend all students (particularly disadvantaged and the HPA students). As a result, they all make substantial and sustained progress; they are moved on to maintain the challenge when the progress is made.
- The teacher provides resources and materials that meet individual student learning needs.
- The teacher uses data to support the choice of work and resources, students know their targets and where they are now - they know how to move on.

5. Marking, Assessing and Planning

- Lessons are planned in advance, using the planning documentation as agreed by HOF/ SLT. Teachers are expected to plan their lessons, using potential-led planning which demonstrates clarity about where students need to be and what they can do at key points in the school year.
- Planning takes into account all students’ prior learning and attainment.
- Students are grouped and seated in an appropriate way to ensure all students access the learning and make progress. There is a clear seating plan for each group, identifying PP, SEND and LPA, MPA or HPA students.
- Marking and assessment are in line with school policy (see Marking Policy).

- Teachers make use of relevant data and information when planning to ensure that each child can meet their potential.
- Planning is objective and learning led – rather than activity led.
- All lessons must have a minimum of one (and a maximum of three) learning objectives, which are what the students will learn, know, be able to do (skills) at the end of the lesson that they could not demonstrate to the same level at the start of the lesson.
- Learning Objectives are clearly on display (via a SMART board/ wipe board/ worksheet) throughout the lesson.

6. Routines and Strategies to ensure Hard Work, Manners, Honesty

- Do Now tasks – on the board, ready for students as they enter.
- Planners are left open on desks at all times.
- Homework is set during the first half of the lesson to ensure students understand the task and have the time to record it. The teacher checks the students have recorded their homework accurately.
- Learning Voice Indicator: the teacher decides the appropriate ‘learning voice’ for every task undertaken. Silence = no noise at all. Soft Voices = quiet enough for your partner/group to hear, but not others. Projected = loud enough for the whole class to hear. Staff may ask students to ‘stand and share’ when they are giving extended responses. There is a reminder of ‘good audience’ and common vocabulary to be used by the teacher to remind students of the expectations.
- Reading: when students read, they read in a loud, projected voice.
- Three before Me: students are encouraged to develop independence by using the resources around them when on a task.
- Oracy skills: students are expected to use full, proper sentences when speaking in the classroom. This is modelled by the teacher.
- There is extensive use of WAGOLL - Exemplar work/ perfect models are provided and /or demonstrated so that students are aware of the sophistication of the work/ response needed (WAGOLL).
- Students are given ways of peer and self-assessing, that has clarity and clear links to exam requirements and skills.

7. The End of the Lesson: Effective and Meaningful

- There is a plenary that reviews/ recognises the learning/ celebrates the successes in the lesson.
- The students are reminded of homework or other deadlines.
- The students pack away when prompted and the teacher ensures the room is neat and tidy before the students are dismissed.
- Students are dismissed formally. The teacher sees them out of the room (each student showing the homework as written in full on their planner), ensuring the corridors are calm and students move to their next lesson promptly.
- Exit and thank you: the teacher, without fail, thanks the class for their hard work before dismissing them in an orderly fashion. Students respond by saying ‘thank you’, either as a whole class or as individuals on their exit.

Guidelines beyond the Seven basics:

Do Now Tasks:

- Last between 5 – 10 minutes
- Are clearly displayed as a Do Now
- Set the tone, expectation, challenge of the rest of the lesson

- Make the students think/ revise /review/ develop
- Link to new or prior learning
- Are part of a routine

Learning Objectives

- Learning Objectives are shared with the students, and are clearly displayed throughout the lesson. Staff may use: *By the end of the lesson, I will (be able to... know.... Understand...)*
- Are clear and simple and are easily understood and explained by the students during the lesson
- They enable students to see what they are learning, and why
- They demonstrate the purpose of the lesson – why they are doing the activities
- They enable students to talk about what they have learnt (or improved)
- In terms of **learning** outcomes; what do you want the students to **learn (not do)** as a result of the lesson?
- Tells the students what knowledge, understanding and skills they will take away from the lesson (and be able to apply in future lessons)
- Can be clearly assessed throughout the lesson and at the end of the lesson
- Are woven through the lesson: students know and understand it (without needing to look for it)
- Are specific
- Are not a task or an activity

Lesson Development

- Learning activities are delivered with clarity, enthusiasm and pace by a teacher who has strong subject knowledge.
- Activities are matched to the needs of the learning and the learners in the classroom, providing challenge and interest.
- Activities ensure progress by increasing the level of conceptual challenge, the depth of understanding and the breadth of the application of skills.
- Exemplar work/ perfect models are provided and /or demonstrated so that students are aware of the sophistication of the work/ response needed (WAGOLL).
- There is continual checking, assessment, support and consolidation by the teacher. Constructive feedback is provided.
- Questioning targets individual students' needs (PP students will be targeted in all lessons) and is pre-planned and has purpose. Questions challenge students and teachers use a range of types of questioning, but ensures the whole class is engaged. Students are not allowed to 'opt-out', but are given strategies and guidance to support them and create resilience. Students are in turn, encouraged to ask questions of each other and the teacher within the subject needs.
- There is a considered use of language and expression by all. Students and the teacher speak formally – there is the use of technical language when appropriate and full, proper sentences are used during Q & A and discussion work.
- Learning is modelled at the highest levels and students are given strategies and scaffolding to support their work.
- Students are encouraged to and given ways of evaluating their own and others' work.
- Students are given clear guidelines when completing group work on how to work effectively as a group and how to communicate effectively with others.
- All activities closely link to and support learning objectives and the requirements of the course/ SOW.
- Opportunities are used for the teaching and correcting of Reading, Writing, Communication skills and Numeracy are made use of, and students are consistently guided to improving their Literacy and Numeracy.

Marking at Mossley Hollins High School: marking that makes a difference

Marking at MHHS has one main purpose; to improve students' learning, skills and quality of work. The marking is for the students – to enable and empower them to make progress and learn from their errors and mistakes.

Students and parents at Mossley Hollins can expect their work to be regularly assessed and marked within the school policy. Students can expect regular and consistent feedback on any work that is undertaken to be rigorous, regular and informing them what their current attainment is and how they can improve. A student can expect a substantial piece of work (including assessment and practise exam papers) to be marked within 10 school days of them submitting it. Students can also expect to be given time for reflecting on the teachers' marking and making corrections/ showing their understanding.

We recognise that the frequency of marking is dependent upon the number of times students are seen during a school week; the expectation is that all students will have an extended piece of work marked two or three times during the assessment cycle (including their assessment). When students are completing an extended lesson-based project over several weeks, students can still have the expectation that they will receive formal checking, assessment and guidance as they work through the project.

During assessment weeks, the only teacher marking required is the marking of assessments. The assessments of option subjects (when taken as an option) should reflect the balance of the GCSE specification requirements (% of theory and practical elements).

Homework-based extended projects will have clear guidance on how the project will be marked for content and skills, which is available for students and parents. There will be a clear outline of requirements and a final marking process that will show the students if they met the requirements and displayed the necessary skills within the project. These will be marked within 10 school days of submission, in line with the assessment cycle.

Marking will be quality assured at regular intervals throughout the year by SLT. Heads of Faculty have responsibility for ensuring the marking in their faculty area is appropriate, consistent and within the whole school policy. Teaching staff / those responsible for marking are responsible for ensuring they follow the policy as outlined by the school and their HOF.

The basics of marking at MHHS:

- a) Priority students within a class will be marked as a priority (marked first).
- b) Marking will be clear to see, in a different colour pen to the students' (red or green).
- c) DABits are seen on the same page as the original piece of work (use of stapled sheets where necessary).
- d) Peer assessment is clearly identified and structured to provide quality feedback.

There are four types of marking that all teachers will undertake at appropriate points of learning within the assessment cycle:

1. **Diagnostic marking.** Regular marking (one developed or extended piece of work, within every two or three weeks, according to number of lessons taught per week).

This marking clearly identifies strengths and weaknesses in students' work, linked to current performance. Students are given personalised comments on what they have done well, and are set clear, measurable targets for how to improve. This marking tells the student their current attainment and how to improve. It is applied to any substantial/ sustained pieces of work – the expectation is that this type of marking will take place on extended responses. For subjects who

teach 3 or more times a week, this would be within every two weeks with the assessment cycle (including major assessments), for those who teach 2 lessons or less per week, this would be within every three weeks.

How it is marked:

- Current sub-level/ grade (either holistic or linked to a particular piece of work/ project) is given.
- Comment on progress made/ attainment; clearly linked to current performance and skills.
- Targets and next steps needed to improve, clearly linked to raising skills/ current performance.
- Use of DABits and HABits – students are given time to complete tasks in lessons or as part of their homework.

DABIT (Do it again better)

An essential part of marking is allowing the students time to review and improve the work they have done. This is done through **DABIT** time and tasks (**Do it Again Better**). Students are set tasks, based on their attainment and previous work, that address errors made, through re-writing answers or completing work again and making corrections that are specific to the work completed.

HABIT (Hit and Beat targets)

HABits move the student further in their progress by extending their thinking, skills or knowledge by extending tasks, asking further questions or moving them to another skill level. They recognise that the student may have achieved their target or fulfilled their objectives on the original piece of work, but there is still room for progress.

DABIT and **HABIT** work is clearly identified in exercise books (a separate piece of paper stuck/stapled on the relevant page written in a different colour). It will always be on the same page as the original piece of work to allow the student to see their progress and improvement.

Students will respond to the DABIT or HABIT task, and the teacher will mark/ check, in order to close the loop.

As well as written feedback, staff will also give verbal feedback where appropriate. Where verbal feedback is used extensively, the student and HOF can expect some recording of the feedback for reference and evidence.

2. **The marking of basic Literacy and Numeracy skills.** There are displays in every classroom demonstrating the school presentation policy, literacy marking policy and symbols to be used. All written work will be marked in this way to correct basic errors (capital letters, full-stops, commas, key/ common words for spelling and repeated mistakes). Extended responses will be marked for literacy in more detail.

This marking will identify and target basic literacy and numeracy skills, in order to raise basic Literacy and Numeracy levels across all areas of the curriculum.

How it is marked:

- Teachers adhere to the Literacy and Numeracy marking policy and symbols are used.
- School Presentation Policy is applied to setting out of work.
- Students are given time to reflect on and correct any mistakes.

3. **Checking of students' work.** Frequent marking between extended responses and assessments.

This marking is the checking of work, ensuring that errors and misconceptions are clearly identified, and students are made aware of them.

How it is marked:

- Ticks are given to show where responses are accurate.
- Symbols are used to show errors and misconceptions.
- Numerical totals for the checking of a specific skill targeted exercise may be given.
- Students are given time to reflect on and correct any mistakes.

4. Peer and self-marking:

The assessment cycle will drive the weeks where assessments will be marked; during these weeks, this is the only marking that may be undertaken by the teacher, but there will be evidence of peer and self-marking that is structured and fit for purpose, checked by the teacher. It will be clear when peer marking has taken place, and has been checked by the teacher. Peer marking may include the following:

- Students checking for right/ incorrect answers on a test, shown by: ticking, numerical totals. These must be checked by the teacher to ensure mistakes and errors are accurately identified and addressed.
- Students assessing a piece of work. There must be clear setting out of what is expected (through the use of mark schemes, examples, clear targets/checklists for what to look for) and how it will be marked or commented on (use of grade descriptors/ suggestions for comments and review).

Head of Faculty

The teacher with overall responsibility for the class is responsible for the consistent, appropriate, frequent and regular marking for all students within the group - in line with school and departmental policy.

Type of Marking	Frequency	Evidence
Diagnostic Extended responses (example: a page of writing in an exercise book, a longer answer in an exam, a performance, a practical piece of work)	Within every two weeks (3 or more lessons per week). Within every three weeks (2 or less lessons per week).	<ul style="list-style-type: none">• Grade/criteria awarded• Detailed Literacy marking – students make corrections, which are checked• Comment on what has been done well• Comment on how to improve• DABit or HABit set, completed and checked• Use of PRIDE stamp where appropriate
Literacy and Numeracy	All pieces of written work: Capital letters, full-stops, commas, key and common words for spelling and repeated errors. Extended responses: full use of literacy policy (as displayed in classrooms and planners).	<ul style="list-style-type: none">• Symbols from Literacy policy are used in the margin• Students are given time to correct their mistakes – these are checked for accuracy• DABits may target key literacy skills
Checking	Frequently, between assessments and extended responses.	<ul style="list-style-type: none">• Ticks or corrections where needed• Numerical totals where appropriate• Use of PRIDE stamp where appropriate

Peer and self	Regular intervals in the assessment cycle on appropriate pieces of work.	<ul style="list-style-type: none"> • Clear guidance and examples for students • Common responses (students are told how to respond and assess) • Clearly titled/ labelled as peer marking • Checked by teacher • Use of PRIDE stamp where appropriate
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The HOF (and 2nd In Faculty) will have responsibility for ensuring marking is consistent, appropriate, frequent and regular across the faculty. They will undertake work scrutiny in line with the whole school QA schedule, as well as conducting their own scrutiny, when needed. This may be in the form of a 'drop in' during lessons, a collection of a sample of books/ folders or through lesson observations linked to Quality Assurance.

Innovation

	Appropriate Challenge Every lesson should be tailored for the ability range in the classroom. To ensure that each lesson promotes excellence, for all learners, the most challenging element of a phase should be clearly labelled with our challenge logo. This uniform approach will ensure a consistent language across our school for high expectations which will secure higher outcomes for students. A common language ensures accessibility for all learners and an assurance that every minute of learning is as challenging as possible.
	Active Engagement Active engagement needs to be planned for in all lessons – students should be brought out of their comfort zones to enable them to excel. Facilitating learning experiences in a creative way and taking risks with the planning of activities will inspire students to surpass expectations.
	GCSEpod GCSEpod is an online resource of thousands of Pods. Each Pod is a highly concentrated, 3-5 minute burst of audio-visual learning and specialist subject knowledge for 20+ curriculum areas. Pods are written by expert subject teachers and every Pod is mapped to GCSE exam boards. All students in Y9, Y10 and Y11 have an account and can be set specific tasks by teachers or can utilise the website to independently learn and recap understanding. Using this resource to 'flip learning' is an effective way to prepare students for their lesson by enhancing their starting points.
	The Rosenshine Principles of Instruction The Rosenshine Principles of Instruction, identified by Barak Rosenshine, are taken from three areas of research: research in cognitive science, research on the classroom practices of master teachers and research on cognitive support to help students learn complex tasks. Rosenshine discovered that these elements lead to the highest impact for students: teachers begin lessons by recapping and reviewing prior learning, new learning is introduced in small steps, lots of questions are asked by the teacher, models are provided, learning is guided, understanding is checked and corrected, scaffolds are provided, independent learning is a key feature and regular reviewing and recapping understanding is planned for both weekly and

	monthly. Please use this link to read more about Rosenshine's research-based strategies: https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf
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